



Washington State **SERVICE CORPS**

Evaluation of the **Washington Service Corps Roadmap to Civic Engagement**



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Service and Conservation Corps (NASCC)

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Final Report

An Evaluation of the Washington Service Corps' *Roadmap to Civic Engagement*

February 27, 2004

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Introduction to the Study

Dear Colleagues,

I am proud to present you with this evaluation of the pilot year of *The Roadmap to Civic Engagement*. As we move into the latter half of our second year of the program, we are encouraged by our results thus far and by our staff and member commitment to continuous improvement.

The *Roadmap* program arose in response to growing evidence and concern that young people in this country have become increasingly disconnected from their communities and their civic duties. While institutions nationwide have begun to look for solutions, national service programs in particular have been singled out for their access to young adults and their organizational focus on service and community involvement. Beginning in 2003, all AmeriCorps programs were instructed to include training for their members on the rights and responsibilities of citizenship.

We at Washington Service Corps saw this situation as an opportunity, not just to inspire the ethic of civic engagement in our members, but in the youth they serve as well. We accomplished this by utilizing a cross-age tutoring structure, (a proven success strategy of our Washington Reading Corps program) in which members first experience the program, then facilitate it with youth. Not only does the facilitation reinforce the training for the AmeriCorps members, it also extends the reach of civic engagement education to include hundreds of youth, thereby maximizing the benefit to the community. In short, the Roadmap has allowed the WSC to turn a member training performance measurement into a unique program that addresses one of the most pressing needs of youth today: civic engagement.

We could not have achieved the results we have without the partnership of Service-Learning Northwest, the technical and training assistance center that developed *The Roadmap to Civic Engagement*. The *Roadmap*, using the six-step service-learning methodology, helps members walk youth through the entire process of developing a project to meet a genuine community need. Through this service learning process, members and youth learn the skills, behaviors, knowledge and values necessary to becoming effective, engaged members of their communities and of our democracy. Moreover, our results have shown that the empowerment that participants gain through successfully implementing a service project is a motivating force for positive involvement in the future.

As we went about preparing for this exciting new venture, we took great care to inform our supervisors in advance of the new program year so that they could recruit and enroll members eager for the challenge of civic engagement. Through program-wide training by the creators of the *Roadmap*, Service-Learning Northwest, we sought to give our supervisors and members the expertise necessary for successful implementation. Realizing, however, that we could not foresee all difficulties of the year ahead, we provided two AmeriCorps Leaders to aid in technical assistance and made our entire WSC staff available for coaching and support as well.

As with all new endeavors, ours had its ups and downs, but we feel confident that with our knowledgeable and capable supervisors, our ongoing open communication with the field and strong commitment to evaluation and improvement, we will continue to raise the level of our program and its impact. Already, in response to member and supervisor feedback, Service-Learning Northwest has revised the *Roadmap to Civic Engagement*, shortening the length of the curriculum, clarifying expected outcomes, and allowing members and sites more flexibility in its implementation.

In keeping with our tradition of commitment to evaluation, in 2002 WSC contracted with Abt Associates to provide an independent evaluation of our civic engagement program. Once again, we are quite pleased with the results. While anecdotal evidence from the field suggested that the program was having a significant effect, the youth and member assessments have provided us with proof in numbers that our program is succeeding in raising our participants' levels of civic engagement.

I invite you to take a look at this evaluation. If you have questions about our program, please feel free to contact me at 1-888-713-6080 or e-mail npringle@esd.wa.gov or Terry René, Civic Engagement Program Coordinator at trene@esd.wa.gov.

Sincerely,

Nancy Pringle, Director
Washington Service Corps

Executive Summary

The Washington Service Corps (WSC) has been a national service leader since its inception in 1983. In keeping with this status, and in recognition of the critical importance of civic education,¹ WSC contracted with Service Learning Northwest (SLNW) to develop the *Roadmap to Civic Engagement*. WSC and SLNW partnered in the presentation and implementation of the curriculum. The *Roadmap* is designed to increase the civic awareness and engagement of AmeriCorps members and youth. Organized into 14 units, the *Roadmap* endeavors to attain these outcomes through the use of service learning and corresponding provision of the tools needed to assess the resources and needs present in participants' communities. WSC made the decision to implement the pilot version of the curriculum at 23 of its service projects. These service projects selected a total of 60 youth-serving organizations with whom to partner in this implementation effort. To assess this initial year of the *Roadmap*, WSC contracted with Abt Associates to provide an independent evaluation of the curriculum.

Seven of the AmeriCorps project organizations that participated in the pilot version of the *Roadmap* curriculum were visited in the spring of 2003 (please see Exhibit 1 for more details on the sites included in this evaluation). The youth-serving organizations chosen as *Roadmap* partners by these project organizations convey the diversity of settings in which the curriculum was implemented. Middle school-aged youth are served by three of these youth-serving organizations, with the majority of the four remaining sites serving elementary school-aged youth. The number of AmeriCorps members actively engaged in facilitating the *Roadmap* curriculum varied from 1 to 11, with most of the sites (5 of the 7) utilizing between 5 and 9 members in this venture. In all but two of the sites, the setting in which the observed *Roadmap* session occurred was a classroom.

The primary data sources for the Abt evaluation include: focus groups with AmeriCorps members; observations of members facilitating one unit of the *Roadmap* to youth; surveys completed by AmeriCorps members and youth after the *Roadmap* was completed; and mail surveys completed by AmeriCorps project supervisors and representatives from the youth-serving organizations² where the curriculum was facilitated. During the course of the data gathering process, several notable findings and positive impacts were identified.

¹ For more information on civic engagement and civic education please see Robert Putnam's *Bowling Alone* and Anne Colby's *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility*.

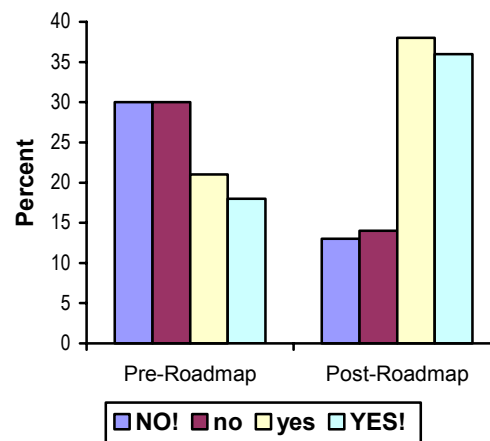
² Youth-serving organizations are the entities that partnered with AmeriCorps project organizations in the implementation and facilitation of the *Roadmap* curriculum. Examples of youth-serving organizations include: the YMCA, school districts, the Urban League, and other community organizations offering programs for youth.

Exhibit 1**Characteristics of Sites Visited**

WSC Project	Civic Engagement Partner	Number/Age of Youth	Number of Members	Facilitation Setting	Roadmap Unit Observed
Intergenerational Innovations	Campfire	12 Middle school	8	Classroom	11
Campus Connections	YMCA	5 Elementary school	5	Community garden	11
Federal Way School District	Teacher	10 High school	1	Classroom	10
Community Youth Services	YMCA Y-Kids	15 Elementary school	6	Classroom	7
Fremont Public Association	Urban League	9 Middle school	9	Classroom	14
Yakima Valley Opportunities Industrialization Center	21 st Century Learning Initiative	13 Elementary school	9	Classroom	10
Cispus Learning Center	Funding provided by area organizations	17 Middle school	11	Classroom/ Outdoors	7–10

Overall notable findings and positive impacts include:

- The surveys administered to youth and members after they completed the *Roadmap* indicate that participants' understanding of what it means to live in a democratic community increased during the time they were engaged in the *Roadmap* (see Exhibit 2).
- Project supervisors reported that the curriculum enhanced member and youth understanding of the concept of community.
- Project supervisors reported that their organizations gained local visibility as a result of their participation in this initiative. This

Exhibit 2**Youth Responses to “I understand what a democracy is.”**

increased local visibility could lead to new partnerships, thereby increasing the sustainability of community organizations.

- AmeriCorps members and youth reported significant positive changes for all questions on their respective surveys.
- Among the member subgroups examined (race, educational level, age, and gender), the differences between Hispanic and non-Hispanic members are the most notable. Hispanic members exhibited significantly higher change scores than their non-Hispanic counterparts on 9 of the 16 questions on the member survey. It should be noted that Hispanic members generally exhibit lower pre-scores on these elements.
- The most notable finding from the analysis of youth subgroups is that Hispanic participants attained significantly higher change scores than their non-Hispanic counterparts on 7 of the 16 questions included on the survey. Once again, please note that Hispanic youth often exhibit lower pre-scores than their non-Hispanic peers.³

Another aspect of this evaluation of the pilot version of the *Roadmap* curriculum was the identification of barriers to effective implementation. It should be noted that WSC has already made major changes in the curriculum to address many of the issues described below.

Reservations expressed by stakeholders include:

- Members, project supervisors and youth-serving organization representatives all expressed some reservations about the length of the *Roadmap* and the task of keeping youth engaged over the 14-unit curriculum.
- Project supervisors reported that their members had some difficulty maintaining the interest of the youth to whom they facilitated the *Roadmap*. Often this was experienced in after-school programs where youth viewed the curriculum as an extension of their school day.
- Members expressed disappointment about the process by which the *Roadmap* was presented to them. Many members felt that they were not informed about the full extent of the *Roadmap* before enrolling in their year of service.
- Some members believed that the selection of inappropriate partner sites contributed greatly to problems experienced during implementation of the *Roadmap*. Generally speaking, the youth at these sites were not in middle school, the age range for which the curriculum was designed.
- Members were most concerned about the additional time associated with implementing and facilitating the *Roadmap* and the impact this had on the service they provide at their regular, full-time host sites.

³ The generally lower pre-scores exhibited by Hispanic AmeriCorps members and youth are consistent with the findings of some other national studies. For example, a review of Census data describing voter turnout for the 1994 and 1998 Congressional elections as well as the 2000 Presidential election reveals that Hispanic adults were less likely to vote than were other Americans of voting age (see www.census.gov/Press-Release/www/releases/archives/race/000484.html and www.census.gov/prod/2002pubs/p20-542.pdf). A study conducted by the National Center for Education Statistics found that both Hispanic and African American youth in grades 4, 8, and 12 are less likely to score in the proficient range on metrics measuring civic awareness and engagement (see nces.ed.gov/nationsreportcard/civics/findrace.asp).

As noted above, many of the challenges identified above have already been addressed by WSC through recent changes made to the curriculum itself and also the support available to AmeriCorps members facilitating the *Roadmap*. Perhaps the most visible change is the condensing of the *Roadmap* from 14 to 7 units. Other changes include an increased amount of emphasis placed on the *Roadmap* at the initial training offered to incoming members held in September 2003, the retention of an AmeriCorps Leader whose primary responsibility is providing ongoing support to AmeriCorps teams implementing and facilitating the *Roadmap*, and offering members the opportunity to interact with WSC staff and one another through a web blog devoted to the *Roadmap*.

In addition to the findings and reservations listed above, several other items of note were mentioned by stakeholders in the implementation and facilitation of the pilot version of the *Roadmap to Civic Engagement* curriculum. These are listed below, grouped by the manner in which the information was gathered. The first results addressed are from the member focus groups. These focus groups were conducted on-site with AmeriCorps members participating in the implementation and facilitation of the *Roadmap* curriculum.

Other findings from the AmeriCorps member focus groups include:

- Members stated that exposing youth to the ideas and themes presented in the *Roadmap* was bound to have positive effects on their civic awareness and engagement.
- Members believed that the curriculum allowed for team-building opportunities among AmeriCorps members that may not have otherwise occurred.
- AmeriCorps members felt that the service projects developed as part of the *Roadmap* provided concrete examples of how youth could positively impact their community while addressing a genuine community need.

After completing the *Roadmap* curriculum, AmeriCorps members and youth were asked to fill out a survey to gauge their experiences with the curriculum. These data provide demographic information as well as further evidence of the benefits to AmeriCorps members and youth who participated in the *Roadmap* curriculum. Topics addressed in these surveys include *Roadmap* participants' opinions of their community, civic engagement, and foundational documents.

Other findings from the Roadmap AmeriCorps member and youth surveys include:

- The only subgroup where no significant differences exist for both youth and members is gender. The outcomes realized by both groups do not vary significantly when participants are examined by this demographic characteristic.
- Seventy-two percent of the members who completed this survey are white and 76 percent are female.
- Thirty-nine percent of the youth who completed a *Roadmap* survey are white.
- Over half (51 percent) of the youth who filled out a survey received subsidized school lunch while they participated in the *Roadmap* curriculum. This indicates that WSC met its goal of enhancing the services available to underserved populations via the implementation and facilitation of the *Roadmap*.

The final components of the data gathering process included in this study were mail surveys of project supervisors and youth-serving organizations participating in the *Roadmap* curriculum. These

surveys asked organizations participating in the *Roadmap* to describe their structure, partnerships with other community organizations, and their experience with the *Roadmap*.

Other findings from the project supervisor and youth-serving organization surveys include:

- Forty-three percent of project supervisors and 19 percent of the youth-serving organizations included in our sample reported that their involvement with the *Roadmap* led to a substantial number of new partnerships with other community service organizations. This result indicates that the *Roadmap* helps WSC meet the crucial goal of increasing the number of partnerships that exist between local service providers in Washington State.
- Project supervisors indicated that 48 percent of the service projects conducted by AmeriCorps members occur in rural settings.
- Fifty-eight percent of project supervisors reported being at least somewhat satisfied with the training they received prior to implementing the *Roadmap* curriculum.
- Ninety-five percent of project supervisors would participate in the *Roadmap* again.
- Nearly 80 percent of youth-serving organizations in our sample report that AmeriCorps members were at least pretty well prepared to facilitate the *Roadmap* curriculum.
- Ninety-six percent of youth-serving organizations would participate in a subsequent version of the *Roadmap*.
- Project supervisors stated that the curriculum allowed for team-building opportunities among AmeriCorps members that may not have otherwise occurred.
- Youth-serving organizations opined that the *Roadmap* offered their youth an opportunity to increase their knowledge of the needs and resources present in their home community.

Exhibit 3

Project Supervisors' Satisfaction with *Roadmap*-Related Training

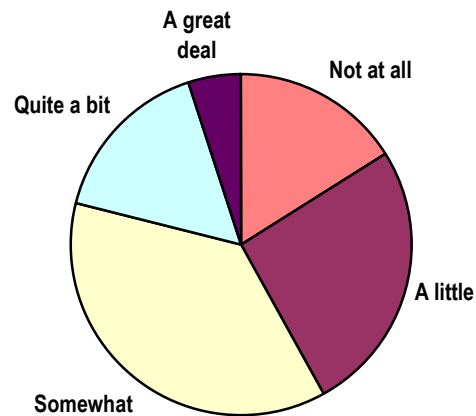
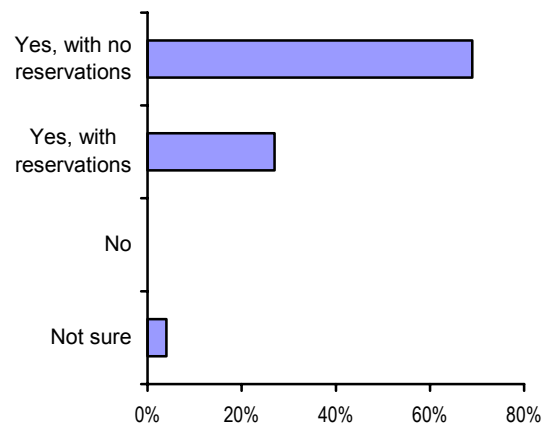


Exhibit 4

Would Youth-Serving Organizations Participate in the *Roadmap* Again?



- Youth-serving organizations were appreciative of the fact that the *Roadmap* provided their youth the opportunity to interact with positive adult role models, as represented by AmeriCorps members.⁴
- Youth-serving organizations stated that *Roadmap* service projects provided concrete examples of how youth could positively impact their community while addressing a genuine community need.

Conclusion

Overall, despite the expected difficulties associated with any new initiative, the pilot implementation of the *Roadmap to Civic Engagement* curriculum went quite well. Perhaps most noteworthy is WSC's willingness to incorporate feedback from other stakeholders into future iterations of the curriculum.

Also notable is the fact that curriculum participants exhibited positive changes from pre-test to post-test on all items included on the *Roadmap* survey. More than anything else, this finding suggests that the curriculum is positively impacting participants. Given the changes described above, it seems likely that future versions of the curriculum will be more user-friendly and at least as likely to positively impact participants.

As teams implement and facilitate the second version of the *Roadmap* curriculum, it will be interesting to examine this process in light of what was learned from the evaluation of the pilot version of the curriculum. Perhaps most heartening is the fact that AmeriCorps members and youth reported positive changes on the surveys included in the *Roadmap*. If WSC continues its policy of listening to stakeholder feedback and incorporating this information into the curriculum, one would expect that *Roadmap* participants' experiences with the curriculum will continue to be worthwhile.

⁴ This is a key point in the SEARCH training's list of developmental assets that facilitate the healthy development of young people. For more on these developmental assets, please see: <http://www.search-institute.org/assets/40Assets.pdf>.

Introduction

History of the Washington Service Corps

As one of the oldest full-time, state-sponsored service programs in the nation, the Washington Service Corps (WSC) has sought since 1983 to meet community needs throughout Washington State. WSC accomplishes this goal by sponsoring service projects at local community-based organizations, school districts, and other public agencies. Prior to the 1993 creation of the Corporation for National and Community Service's AmeriCorps program, the state was the primary funding source for these endeavors. Since 1993, AmeriCorps has provided most of the funding for WSC's community service efforts. AmeriCorps enables participants to address local needs via service to communities. During their year of service, AmeriCorps members address three priorities: direct needs and services, strengthening communities, and member development.

The pilot of the *Roadmap to Civic Engagement* undertaken in 2002 is an innovation designed to increase the civic awareness and efficacy of Washington State's young people. By implementing programs such as the *Roadmap*, WSC enhances its status as a leader in the national community service sphere. A subsequent evaluation, to be undertaken in 2004, will also focus on the *Roadmap*, as well as on WSC's continued commitment to volunteer generation.

Description of the *Roadmap to Civic Engagement*

The pilot version of the *Roadmap to Civic Engagement* curriculum, developed by Service Learning Northwest (SLNW) for WSC, uses a service learning methodology to enhance participants' civic awareness and engagement. This curriculum is intended to positively impact both the AmeriCorps members responsible for its facilitation and the youth with whom the members are working. The course was designed for middle school-aged youth, although during the pilot it was adapted for use with participants ranging from youth in elementary school to adults. Generally speaking, AmeriCorps members were not responsible for identifying the youth-serving organization with whom they partner, but members were primarily responsible for implementing and facilitating the curriculum. Facilitation most often occurs in classroom settings after the regular school day is complete. Based on the sites visited, AmeriCorps teams usually facilitate one unit per session, with varying lengths of time between sessions.

An important component of the pilot version of the *Roadmap* curriculum was the training offered to AmeriCorps project supervisors and members in the months preceding implementation of this initiative. Project supervisors were first informed of the *Roadmap* in a memo that was circulated in February 2002. Subsequent to this, WSC and SLNW offered formal *Roadmap*-related training to AmeriCorps site supervisors on four separate occasions:

- May 2002: project supervisor training and technical assistance meeting facilitated by SLNW staff;
- August 2002: project supervisor training offering an overview of the curriculum;

- October 2002: SERVES training featuring training sessions designed to assist AmeriCorps members and project supervisors develop an understanding of the curriculum as a whole; and
- May 2003: SERVES training including the same sessions as were offered at the SERVES held in October 2002.

SLNW, WSC, and AmeriCorps project supervisors were also available to provide ongoing training and technical assistance in the event that an AmeriCorps team needed assistance in the implementation or facilitation of the *Roadmap*.

Structurally, the curriculum consisted of 14 separate units. Each unit offered participants an opportunity to reflect upon what they learned during the previous session while also providing a sneak peek of what was to be covered in the next lesson. The inclusion of journal writing provided another means by which youth might reflect upon the *Roadmap* experience. The 14 units were arranged according to the six-step model devised by SLNW to guide the planning and development of service learning. The steps included in this model are:

Discuss → Investigate → Address → Plan → Execute → Review

Exhibit 5 provides a more detailed treatment of the method by which the *Roadmap* addressed these six steps on its way to generating a heightened sense of civic engagement in participants.

The assessment of the pilot version of the *Roadmap to Civic Engagement* curriculum conducted by Abt Associates intends to measure the impact of this curriculum on several metrics. Primarily, we are interested in determining the effects this undertaking had on the civic engagement of participating youth and AmeriCorps members. These effects were measured using the surveys included in the *Roadmap* curriculum and completed by participants at the conclusion of the *Roadmap* sessions. Also of interest is the impact this curriculum had on the project organizations and youth-serving organizations involved in its implementation and facilitation. Toward this end, mail surveys administered to these entities gathered information related to organizational structure, services offered, community partnerships, and experiences with the *Roadmap* curriculum. Finally, by conducting visits to several *Roadmap* sites we gained an increased understanding of both the positive and negative aspects of the implementation and facilitation of the curriculum. These visits included discussions with project supervisors and representatives from youth-serving organizations involved with the *Roadmap*, member focus groups, and observations of the facilitation of *Roadmap* units. By examining all of the gathered data, this assessment seeks to provide information to assist in the development of future iterations of the *Roadmap*,⁵ while also offering a report on the experiences of members who implemented the pilot curriculum.

⁵ WSC has already made modifications to the *Roadmap* based on feedback from AmeriCorps members and preliminary recommendations from this evaluation. These modifications have been implemented with members in the current program year.

Exhibit 5**Units Included in the *Roadmap to Civic Engagement***

Step 1: Discuss:

- Participants get to know one another and establish guidelines to be followed by the team throughout the curriculum.
- Members lead youth on an exploration of the meaning of community.
- Members and youth engage in a discussion of the ideals of civic engagement and civic responsibility.
- Youth develop a list of the assets present in their community.
- Youth are introduced to the concept of community needs. Task force groups are created based on which community need(s) youth want to address.

Step 2: Investigate:

- Youth research community needs and select one they want to address with their service project.
- Leaders from local organizations are interviewed by youth to learn more about the services these entities provide.
- Youth use the information gathered during interviews to inform their decision about which service project they would like to carry out.

Step 3: Address:

- Youth express their preference regarding which community need to address in the service project.
- Youth are taught about democracy and the importance carried by each person's vote in a democratic system.
- A vote is held in which youth choose which community service project they would like to pursue.

Step 4: Plan:

- Members work with youth to develop a plan for the community service project selected during the previous session.

Step 5: Execute:

- The community service project plan is implemented.

Step 6: Review:

- Youth and members explore two foundational documents, the Declaration of Independence and the Bill of Rights.
 - Participants in the *Roadmap* reflect upon the service activity they conducted and celebrate the successful completion of the *Roadmap* curriculum.
 - A celebration is held for a job well done.
-

This report consists of three sections. The first details findings from the full battery of surveys that were administered during the course of the study. AmeriCorps members and participating youth completed surveys that offer insights into the impacts of the curriculum. All project supervisors and youth-serving organizations involved with the *Roadmap* were sent mail surveys asking them to describe the services they offer, partnerships with other community organizations, and experiences with the *Roadmap* curriculum. The next section details findings from visits to several sites

participating in the pilot version of the *Roadmap* curriculum. Each of these visits included discussions with members, with some also including discussions with representatives from participating youth-serving organizations and/or project supervisors. Also included in each visit was an observation of AmeriCorps members facilitating the *Roadmap*. The final section of the report offers recommendations for future iterations of the curriculum by summarizing what worked well and what elements of the *Roadmap* implementation and facilitation process should be modified.

Findings from the Surveys

Member and Youth Surveys

Individuals who participated in the *Roadmap* (both AmeriCorps members and youth) were asked to complete a survey describing their experience with the curriculum. Staff from WSC and SLNW designed the initial and final versions of these surveys cooperatively. AmeriCorps members administered these surveys on-site. Completed surveys were mailed to the WSC for intake. Abt Associates performed the cleaning, entry, and analysis tasks associated with these surveys. The final analysis dataset consists of data from 647 youth surveys and 304 member surveys.

On the youth side, 48 of the 60 youth-serving organizations that implemented the *Roadmap* curriculum submitted at least some youth surveys describing their experience with the curriculum. Fifty out of the 60 sites submitted member surveys. Again, we cannot be certain that all members within the 50 sites completed a survey.

Members and youth were expected to complete the survey upon completion of the *Roadmap* curriculum.⁶ Responses were scored using a Likert scale to measure youth and member reactions to the curriculum once the *Roadmap* had been completed. Respondents were asked 16 questions designed to measure the extent to which the curriculum achieved its goals of increasing civic awareness and enhancing participants' knowledge of the needs and resources present in their communities. Respondents categorized their perceptions both before and after their participation in the *Roadmap*. Participants also provided demographic information.

The survey results were examined for differences in participants' reactions to a given question. Simple mean scores of the Likert scales were calculated and then used to test whether outcomes were different across the two periods and if the change scores differed significantly between selected subgroups.

Demographic Characteristics

We begin with a description of *Roadmap* survey respondents' demographics, as a foundation for subsequent analysis. The following demographic information was collected from AmeriCorps members: gender, age, year of AmeriCorps service, educational attainment, language spoken in their home, and race. See Exhibit 6 for select demographic characteristics and appendix tables 1 and 2 for complete member and youth demographics.

⁶ A standard research approach involves surveying respondents before and after an intervention. This "pre-post" methodology then looks at the difference in responses between the two time points to estimate program outcomes. WSC elected instead to use an approach in which respondents were interviewed only once, at the conclusion of the *Roadmap*, and asked to report retrospectively on their perceptions before they started the curriculum. WSC preferred this approach because they believed based on past program experience that respondents would overestimate their community knowledge and perceptions prior to participation in the *Roadmap*.

The AmeriCorps members who completed this survey were more likely to be female. Seventy-six percent of the sample members were women and 24 percent were men. Most of the members included in this sample were in their first year of AmeriCorps service (71 percent). Nearly half (45 percent) of those completing this survey had received a college degree. English was the overwhelming choice as the language most commonly spoken in their homes, with approximately 93 percent of members in this category. In terms of race and ethnicity, most AmeriCorps members surveyed were white (72 percent), followed by Hispanic (13 percent), and multiracial (7 percent).

The demographic characteristics of the youth who participated in the pilot version of the *Roadmap* tell us much about the differences between the youth and the members responsible for facilitating the curriculum. *Roadmap* youth were more diverse than the AmeriCorps facilitators. Seventy-six percent of the AmeriCorps members were women, compared to 56 percent of the youth. The youth sample was also more diverse from a racial and ethnic standpoint. Sixty-one percent of this population was non-white, compared to 28 percent of the members. Youth also reported a lower likelihood that English is the most commonly used language in their home (74 percent compared to 93 percent for members).

Youth were also asked to report their age, grade level, and whether they receive a free or reduced-price lunch at school. The majority of youth who completed the survey were between 10 and 12 years of age, slightly younger than the middle-school age group the curriculum was intended for. Forty-seven percent of the youth were 10 or 11, with an additional 33 percent between the ages of 12 and 14. Youth were more likely to report being in elementary school (49 percent) than middle school (40 percent) or high school (11 percent).⁷ As an indicator of

Exhibit 6

Member and Youth Demographics

	Members	Youth
Gender	(N = 240)	(N = 521)
Male	24%	44%
Female	76%	56%
Language Spoken at Home	(N = 241)	(N = 522)
English	93%	74%
Spanish	4%	18%
Other language	3%	8%
Race/ethnicity	(N = 232)	(N = 499)
White	72%	39%
Hispanic	13%	30%
All others	15%	31%
Age of Youth		(N = 516)
5 to 9	N/A	11%
10 to 12	N/A	63%
13 to 17	N/A	26%
Grade Level of Youth		(N = 514)
Elementary School	N/A	49%
Middle School	N/A	40%
High School	N/A	11%
Members' Age	(N = 223)	
18 to 21	28%	N/A
22 to 25	41%	N/A
26 to 30	12%	N/A
31 to 59	18%	N/A
Members' Educational Attainment	(N = 230)	
Less than high school	1%	N/A
High school diploma	22%	N/A
Some college	32%	N/A
Associate degree or more	45%	N/A
Do Youth Receive a Subsidized Lunch at School?		(N = 502)
Yes	N/A	51%
No	N/A	30%
Not sure	N/A	19%

⁷ Elementary school is defined to include grades 1–5, middle school grades 6–8, and high school grades 9–12.

household income, a final question asked youth whether they received a free or reduced-price lunch. Slightly more than half of the participants reported that they received this federal benefit for low-income families, while slightly less than a third did not. It must be noted that of those youth answering this question, 19 percent did not know if they were participating in the subsidized school lunch program.

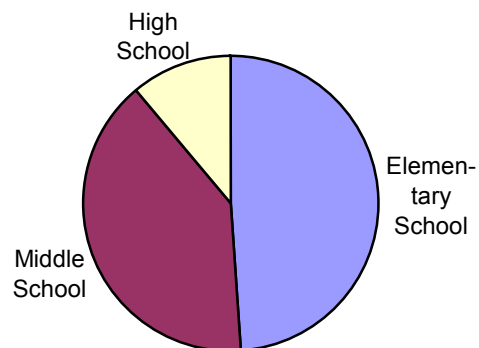
Pre-Roadmap and Post-Roadmap Responses

Survey respondents were asked to rate their attitudes towards a series of statements of civic engagement using a 1-to-4 Likert scale with 1 being to an emphatic no and 4 signaling a definite yes. It is important to reiterate that respondents were asked, after completing the *Roadmap*, to retroactively assess how they had felt about a given issue before participation, rather than surveying them both before and after *Roadmap* completion. A potential drawback to using this methodology is that individuals may have difficulty accurately recalling how they had earlier felt about an issue. Two benefits associated with this type of survey are that it allows respondents to compare their knowledge at pre-test with their feelings after experiencing the specific treatment, and that this survey methodology is likely to yield more complete data given that each survey is only administered at one point in time. With these caveats in mind, we examine the results of the change score analyses conducted for AmeriCorps members and youth who participated in the *Roadmap*. Please note that only those differences that are significant at the $p < .05$ level⁸ are discussed in this analysis.

Exhibit 8 presents member change scores on the 16 questions included on the member survey (please see appendix table 3 for complete results). Of the 16 questions included on the *Roadmap* survey answered by members, significant positive changes at the $p < .01$ level were reported for each. It is important to take into consideration that these change scores denote the average increase in the score for the entire sample on a particular question. For example, the mean score on question 1 rose from 2.96 to 3.42 for a change score of .46. One must be careful in interpreting these results, due to the caveats listed above and also the fact that there is no control group present against which these results might be compared. What these results indicate is that members who participated in the facilitation of the *Roadmap* curriculum experienced significantly positive gains for several civic engagement and awareness indicators during the time they were associated with the curriculum. It is not possible to directly attribute these changes to participating in the curriculum. For example, it is likely that these changes may be influenced by other AmeriCorps experiences in addition to participation in the *Roadmap*.

Exhibit 7

Grade Level of Youth



⁸ A p-value of .05 or less indicates that we can be 95 percent certain that the result being described did not happen due to chance. Similarly, a p-value of .01 or less indicates 99 percent certainty that the result did not happen due to chance.

Exhibit 8**Member Change Scores**

	Change from Pre-Score to Post-Score (N = 304) ^a
1) I have the ability to engage others in service.	.46
2) I am aware of what my community needs.	.63
3) I am an important member of my community.	.46
4) It is my responsibility to get involved to make things better.	.44
5) I understand the importance of the United States Declaration of Independence and the Constitution.	.20
6) I am aware of the resources in my community.	.65
7) I encourage my friends and family to volunteer.	.57
8) I have the skills to help solve problems in my community.	.51
9) It is important for me to know about needs in my community.	.44
10) Being a good citizen means having special obligations.	.31
11) I understand the importance of voting in a democracy.	.29
12) I can organize local efforts to effect change.	.63
13) I understand the purpose of the Bill of Rights.	.26
14) I vote in political elections.	.22
15) I know where to go or who to talk to if I want to provide help in my community.	.59
16) I understand what a democracy is.	.24

a Significant difference exists at the $p < .01$ level for all items.

As evidenced by Exhibit 9, youth who attended *Roadmap* sessions reported similar positive changes in outcomes before and after participating in the *Roadmap* (please see appendix table 5 for complete results). Once again, all the change scores of this group are significantly positive at the $p < .01$ level. The caveats noted in the interpretation of the findings for the AmeriCorps member surveys also apply here.

Results of Subgroup Analysis

Overall, members and youth participating in the *Roadmap* reported gains on all variables measuring outcomes of interest. In this section we examine the change scores across several key subgroups. Members were organized into subgroups based on race, educational status, age, and gender. Youth subgroups included race, grade level, and gender. The subgroup analysis is conducted in two phases. Phase one entails testing respondents in one demographic group (white, Hispanic, etc.) for differences in their change scores. Phase two tests the change scores of subgroups against their counterparts: for example, do the gains exhibited by whites differ significantly from those exhibited by non-whites?

When pre-test scores are compared to post-test scores, the results indicate that for every subgroup, significant positive changes occurred when the pre-*Roadmap* and post-*Roadmap* mean scores are compared. The changes presented below are all significant at least the $p < .05$ level. Please see appendix tables 4 and 6 for a complete representation of the results of this analysis.

Exhibit 9**Youth Change Scores**

	Change from Pre-Score to Post-Score (N = 647) ^a
1) I am aware of what my community needs.	.89
2) Helping others is something I want to do.	.55
3) I am an important member of my community.	.74
4) It is my responsibility to get involved to make things better.	.75
5) I understand the importance of the United States Declaration of Independence and the Constitution.	.72
6) I am aware of the resources in my community.	.73
7) I will encourage my friends and family to volunteer.	.67
8) I help solve problems in my community.	.70
9) It is important for me to know about needs in my community.	.74
10) Being a good citizen means having special obligations.	.62
11) I understand the importance of voting in a democracy.	.70
12) I will look for opportunities where I can help in my community.	.71
13) I understand the purpose of the Bill of Rights.	.68
14) I will vote in political elections when I am old enough.	.52
15) I know where to go or who to talk to if I want to provide help in my community.	.75
16) I understand what a democracy is.	.71

a Significant difference exists at the $p < .01$ level for all items.

Member Subgroups. For the analysis of members by racial/ethnic status, the responses of white and Hispanic participants were compared to all those of other members in turn. (See appendix table 7.) Examining the significant differences between white members and all other races combined, the size of the change scores for non-white respondents is larger than for those of white respondents. Significant differences exist between the two groups for the following elements:

- I encourage my friends and family to volunteer.
- I have the skills to help solve problems in my community.
- I understand the importance of voting in a democracy.
- I understand what a democracy is.

It should be noted that for all of these items, the pre-scores of white members were higher than those of non-white members. This leads one to believe that the significant increases realized by non-whites might have been due in part to the fact that they had lower initial scores than did white members.

The next phase of the ethnic subgroup analysis examined Hispanics versus non-Hispanics. The results of this analysis indicate that Hispanics members exhibited significantly higher change scores than all other members on several metrics, including:

- I am aware of what my community needs.
- I understand the importance of the United States Declaration of Independence and the Constitution.
- I encourage my friends and family to volunteer.

- I have the skills to help solve problems in my community.
- It is important for me to know about needs in my community.
- I understand the importance of voting in a democracy.
- I understand the purpose of the Bill of Rights.
- I know where to go or who to talk to if I want to provide help in my community.
- I understand what a democracy is.

It is again the case that one group (Hispanics) generally exhibited lower pre-scores, which may explain the difference in change scores.⁹

The next subgroup analysis involved grouping members according to their highest reported educational level. Members were divided into those who had a college degree (Associate's or higher) and those members who had not completed their college education (see appendix table 8). Members without a college degree realized higher change scores than their college-educated counterparts on the following items:

- I am aware of what my community needs.
- It is my responsibility to get involved to make things better.
- I encourage my friends and family to volunteer.
- I understand the purpose of the Bill of Rights.

The age of members was also examined to gain an understanding of the experiences of members in different age groups. This subgroup analysis organized members into three groups: 21 years or younger (group 1), 22 to 25 years of age (group 2), and older than 25 (group 3). The results of this analysis are presented in Exhibit 10.

When examining the differences between members in different age groups, a common theme readily emerges. In each case where a significant difference exists, members who are 21 years old and younger are the population exhibiting the larger change in their score. This is universally true across each element that is listed as being significant.

Gender is the final subgroup analysis for members. No significant differences exist between the responses of male and female members to the items in the *Roadmap* survey.

Youth Subgroups. The youth subgroup analysis focused on the race, grade level, and gender of the youth who participated in the *Roadmap* curriculum. The first subgroup examined was white youth. Non-white youth had significantly higher change scores than their white counterparts on the following items:

⁹ The generally lower pre-scores exhibited by Hispanic AmeriCorps members and youth are consistent with the findings of some other national studies. For example, a review of Census data describing voter turnout for the 1994 and 1998 Congressional elections as well as the 2000 Presidential election reveals that Hispanic adults were less likely to vote than were other Americans of voting age (see www.census.gov/Press-Release/www/releases/archives/race/000484.html and www.census.gov/prod/2002pubs/p20-542.pdf). A study conducted by the National Center for Education Statistics found that both Hispanic and African American youth in grades 4, 8, and 12 are less likely to score in the proficient range on metrics measuring civic awareness and engagement (see nces.ed.gov/nationsreportcard/civics/findrace.asp).

Exhibit 10**Member Change Scores by Age**

Survey Item	Significant Differences Between Groups:		
	Less than 22 and 22–25	22–25 and Older than 25	Less than 25 and Older than 25
I am aware of what my community needs.	**		***
I am an important member of my community.	**		***
It is my responsibility to get involved to make things better.	**		**
I understand the importance of the United States Declaration of Independence and the Constitution.	**		***
I am aware of the resources in my community.			***
I encourage my friends and family to volunteer.	***		***
I have the skills to help solve problems in my community.			**
It is important for me to know about needs in my community.			**
Being a good citizen means having special obligations.	***		**
I understand the importance of voting in a democracy.	***		***
I understand the purpose of the Bill of Rights.	***		
I know where to go or who to talk to if I want to provide help in my community.			***
I understand what a democracy is.	***		**
*** Denotes a difference that is significant at the $p < .01$ level.			
** Denotes a difference that is significant at the $p < .05$ level.			

- I understand the importance of voting in a democracy.
- I understand what a democracy is.

When comparing Hispanic respondents to non-Hispanic youth, Hispanics showed significantly higher change scores on the following measures:

- I help solve problems in my community.
- It is important for me to know about needs in my community.
- Being a good citizen means having special obligations.
- I understand the importance of voting in a democracy.
- I understand the purpose of the Bill of Rights.
- I will vote in political elections when I am old enough.
- I understand what a democracy is.

The pre-scores for Hispanic youth were lower than the scores of non-Hispanic youth on five of these elements. Once again this suggests that some of the difference in change scores might be due to the fact that Hispanics had more room for growth than other sample members. (See appendix table 11 for a complete representation of youth differences by ethnicity.)

The next youth subgroup analysis takes into consideration the grade level of participants (see appendix table 12). It being the case that middle school-aged youth were the population for whom the *Roadmap* curriculum was devised, the outcomes of this group are compared to those of the other participants. The change scores for middle school-aged youth were higher than those of all other youth on the following items:

- I will encourage my friends and family to volunteer.
- I will look for opportunities where I can help in my community.
- I know where to go or who to talk to if I want to provide help in my community.

Despite these significantly higher change scores, middle school youth exhibited lower final scores on all three elements. Put differently, middle school youth had higher change scores than did all other youth. However, it should be noted that they also had lower initial scores than all other youth. The higher change scores of middle school youth indicates that the *Roadmap* had the most impact on the group identified as being most appropriate for participation.

When the youth are grouped by gender no significant differences were found, a finding that mirrors the parallel analysis for AmeriCorps members.

Youth-Serving Organization/Project Organization Mail Surveys

Another evaluation component involved collecting data from (1) AmeriCorps project organizations and (2) the youth-serving organizations with whom project organizations partnered in implementing and facilitating the *Roadmap* curriculum. AmeriCorps project organizations are not-for-profit organizations responsible for administering the AmeriCorps program and providing the sites where AmeriCorps members conduct their (usually full-time) service activities. Examples of these organizations include school districts and community-based organizations. Youth-serving organizations are the entities where AmeriCorps members facilitated the *Roadmap* curriculum. Most of the youth-serving organizations were schools or community organizations offering after-school programming. Surveys were designed separately for each of these two organization types.¹⁰

Surveys were mailed out to the directors of both types of organizations. It was hoped that all or nearly all of the 23 project organizations and 60 youth-serving organizations that took part in the *Roadmap* pilot project would provide data. The final number of responses to each survey was 19 and 27, respectively, with corresponding response rates of 83 and 45 percent.¹¹ These response rates, especially for the survey administered to youth-serving organizations, were disappointing but still higher than average for a mail survey. One possible reason for the low response rate of youth-serving organizations is the timing of survey distribution. They were mailed out in late June, just about the time when most of these school-based sites would have been closing for summer vacation.

AmeriCorps Project Organizations Mail Survey Data

The first section of the AmeriCorps project director survey asked supervisors to describe their organization. Approximately half (47 percent) of the project supervisors completing this survey

¹⁰ These surveys were pre-tested during site visits that took place in the spring of 2003.

¹¹ Please note that two of the sites originally listed as *Roadmap* partners never implemented the curriculum.

reported that their organization is community-based (please see appendix tables 14-16 for complete project organization data).

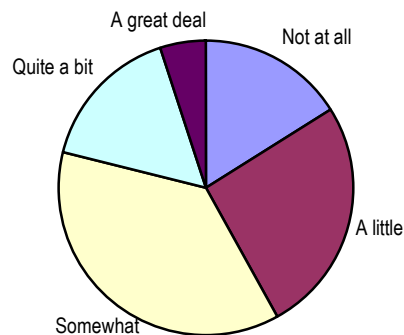
Project supervisors reported that 48 percent of the service projects undertaken by their members occur in rural areas. This is a dramatic contrast to the 18 percent of the Washington population that resides in rural areas according to the 2000 Census. The relatively high proportion of service projects occurring in rural areas underscores the fact that the *Roadmap* is designed to address the needs of historically underserved communities.

The organizations participating in the *Roadmap* provide an array of services to the communities in which they are based. The three services provided most often by these organizations are child/adolescent education, adult education, and economic/community development. When asked to describe the services provided by AmeriCorps members under their supervision, project supervisors reported that these individuals are likely to serve in fields related to child/adolescent education and environmental conservation. Respondents were also asked to identify the main focus of both their organization and the AmeriCorps members working with them. In both cases, child/adolescent education was the most frequently specified main focus, with 39 percent of organizations and 71 percent of AmeriCorps members providing this service. Given this focus on child and adolescent education, it is not surprising that approximately 60 percent of project supervisors in this sample reported that children and young adults are the groups most frequently served by their organization.

The 19 AmeriCorps project supervisors included in our sample reported working with an average of 35 community organizations on a regular basis.¹² These groups appear to offer services similar to those offered by the project organizations, with childhood/adolescent education, adult education, environmental conservation, and economic/community development the most frequently reported offerings. Nearly three-quarters (74 percent) of project supervisors stated that they selected one of their regular partners for the implementation and facilitation of the *Roadmap*. Finally, over 40 percent of project supervisors completing the survey felt that their involvement with the Washington Service Corps has had a positive impact on developing new partnerships with other community service organizations.

Exhibit 11

AmeriCorps Project Supervisors' Satisfaction with Training



The final set of questions focused on AmeriCorps supervisors' experiences with the *Roadmap* curriculum. An overwhelmingly majority of those surveyed had concerns about the curriculum prior to implementation. AmeriCorps member interest in facilitating the curriculum and partner participation were most frequently mentioned as areas of concern. These concerns were also the most

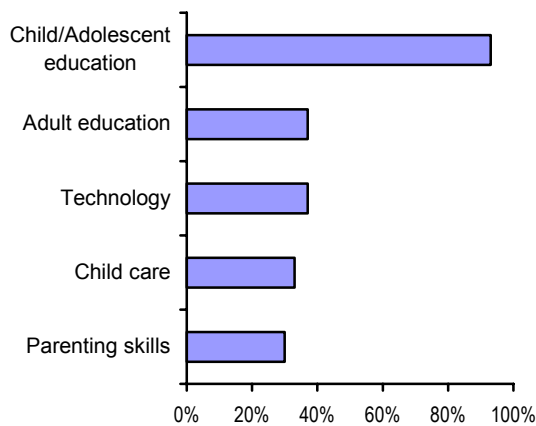
¹² Note that there are two organizations that work with 90 and 200 other community agencies, respectively. Given the small sample size, these observations dramatically increase the sample mean. In the absence of these two programs the average number of other community organizations that project directors report working with on a regular basis falls to 20.

widely reported challenges to implementation. When asked about the training received prior to implementing the curriculum, project supervisors indicated that their organization could have benefited from more assistance in the beginning phases of this project. Almost 80 percent of the project supervisors noted that their satisfaction level with pre-implementation training ranged from “not at all satisfied” to “somewhat satisfied.” Not surprisingly, a majority of project supervisors reported having more than some difficulty integrating the curriculum into their existing service structure. Nevertheless, despite some implementation problems, 95 percent of the project supervisors would be willing to participate in the *Roadmap* again. A majority of these respondents would participate with reservations; 16 percent would engage in the *Roadmap* again with no reservations whatsoever.

Youth-Serving Organizations Mail Survey Data

Exhibit 12

Services Provided by Youth-Serving Organizations



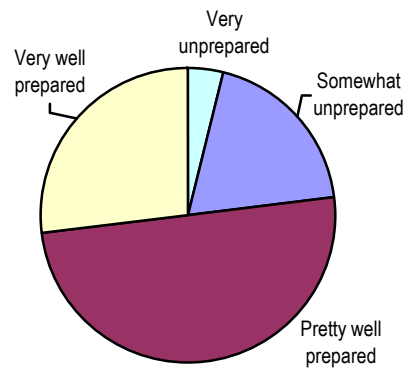
Roadmap. When asked about the services they provide, child/adolescent education was the service most frequently specified. Ninety-three percent of these groups offered services in this field. Given this focus, it is not surprising that 78 percent of these respondents indicated that children and young adults are the groups they most frequently serve.

On average, these youth-serving organizations reported working with 16 community organizations on a regular basis. These community organizations also featured child/adolescent education prominently in their service offerings. Approximately one-fifth of them reported that their involvement with the *Roadmap* curriculum has led to new partnerships with other community service organizations.

In the final set of questions, these youth-serving organizations assessed their experiences with the *Roadmap* curriculum. Only 44 percent reported having concerns about implementing the *Roadmap*. This contrasts with the 95 percent of project supervisors who expected to encounter difficulties during implementation. The concerns mentioned most frequently by these youth-serving organizations were a lack of interest on the part of AmeriCorps members or insufficient time for AmeriCorps members to implement the curriculum while also serving at their regular sites. Given that these organizations expected to encounter relatively few barriers when implementing the *Roadmap*, it is not surprising that 81 percent of them stated that integrating the *Roadmap* into their existing service structure was

The mail surveys completed by the youth-serving organizations participating in the *Roadmap* provide us with data describing these entities' organizational backgrounds, community partnerships, and experiences with the *Roadmap* curriculum (see appendix tables 17-19). Note that due to the low response rate, findings from these surveys may not be considered representative of all youth-serving organizations participating in the *Roadmap*. Nearly a quarter of the representatives who completed the mail survey reported that their organization is a local education agency/school district or community-based organization. The majority of them reported having a pre-existing relationship with the AmeriCorps project organization with which they worked on the

not difficult. Over three-quarters of these entities reported that the AmeriCorps members implementing and facilitating the *Roadmap* were at least pretty well prepared to undertake this task. Representatives from these youth-serving organizations were as likely as project supervisors to report a willingness to participate in a subsequent version of the curriculum. Sixty-nine percent indicated they would participate without any reservations, with an additional 27 percent indicating that they would participate with reservations.

Exhibit 13**How Prepared were AmeriCorps Members?**

Overall Case Study Based on Site Visits

Report on Observations

In April of 2003, an Abt Associates researcher conducted visits to sites taking part in the pilot version of the *Roadmap to Civic Engagement*. These visits greatly enhanced our understanding of the environments in which implementation and facilitation of the *Roadmap* curriculum was occurring. Please see Exhibit 14 for a more detailed description of the sites visited for this evaluation of the *Roadmap to Civic Engagement*

Exhibit 14

Characteristics of Sites Visited

WSC Project	Civic Engagement Partner	Number/Age of Youth	Number of Members	Facilitation Setting	Roadmap Unit Observed
Intergenerational Innovations	Campfire	12 Middle school	8	Classroom	11
Campus Connections	YMCA	5 Elementary school	5	Community garden	11
Federal Way School District	Teacher	10 High school	1	Classroom	10
Community Youth Services	YMCA Y-Kids	15 Elementary school	6	Classroom	7
Fremont Public Association	Urban League	9 Middle school	9	Classroom	14
Yakima Valley Opportunities Industrialization Center	21 st Century Learning Initiative	13 Elementary school	9	Classroom	10
Cispus Learning Center	Funding provided by area organizations	17 Middle school	11	Classroom/ Outdoors	7–10

The seven sites visited exhibit several important similarities and differences. Facilitation occurred in a classroom in the majority of the study sites (five out of seven). One site conducted its activities outdoors, planting vegetables in a section of a local community garden with the produce to be donated to a food pantry. The last site was a center where activities were conducted in both indoor and outdoor settings. It should be noted that this site, the Cispus Learning Center, was facilitating the bulk of the *Roadmap* over the course of two weekend camps with any remaining units being facilitated after school. This stands in sharp contrast to the facilitation schedules selected by the other six sites, all of which were administering the *Roadmap* curriculum in an after-school or in-school setting.

The service project, planned and implemented by the youth, is the culmination of the lessons learned in the curriculum. At the time of the visits, six of the seven sites were either actively planning the service project or were making the service project a reality. The number of youth participating at each site ranged from 5 to 17. The grade levels of youth varied from elementary school to high school, with most of them being in middle school. Between 1 and 11 AmeriCorps members facilitated the curriculum in each site, with the majority of sites having at least 5 members. The sites selected for the visits captured the geographic diversity of Washington State with locations in Seattle, Federal Way, Bremerton, Mabton, and Randle.

Youth engagement in the course material varied considerably across the sites. Much of this variation seems to be explainable by the stage of the curriculum that was being taught and the setting in which facilitation was taking place. Generally speaking, youth at sites that were carrying out their service project seemed to be the most engaged while youth who were in the phases leading up to the implementation of their service plan were more easily distracted. Observations of sites where the service project was taking place had a number of commonalities. Perhaps the most notable was the enthusiasm youth had for the service project they had planned and implemented. This enthusiasm was heightened by the support and guidance offered by AmeriCorps members. Members at the two sites where service projects were being completed were able to maintain a balance between letting the youth work through issues and offering helpful advice to keep the service project moving towards completion.

For the sites where a service project had not yet been undertaken, conclusions can be drawn based on the observations of *Roadmap* sessions. Perhaps most significant is the fact that youth in nearly every site were very responsive to the AmeriCorps members working with them. In each one of the sites visited the youth and members demonstrated a healthy working relationship with one another. In most of the sites this relationship followed the model set forth in the curriculum wherein youth largely took ownership of the work with members serving as advisors and taskmasters, as necessary. Members at each site also proved very adept at maintaining the attention of youth via integrating the learning and physical aspects of the sessions.

The biggest impediments to more successful facilitation of the *Roadmap* units appeared to be driven by factors largely out of the control of AmeriCorps members and youth. The first of these was the setting in which members and youth interacted. Only one of the groups in the pre-service activity phase was able to incorporate outdoor activities into the *Roadmap*. By varying the settings in which youth and members worked through the *Roadmap*, this partner site exhibited higher than average interest levels for both youth and members. All but one of the other partners facilitated the *Roadmap* in a classroom setting, often in the very school that the youth attended during the day. In a few instances, some of the youth in these settings appeared to view the *Roadmap* session as an extension of their school day rather than something they would choose to do after school. For the majority of youth, however, motivation was not a problem. Most of the youth involved with the *Roadmap* appeared to enjoy the experience. Youths' understanding and appreciation of the curriculum varied by their age and the seriousness with which they took the curriculum. In general, youth were able to successfully identify problems facing their community and work with members to develop plans to address these issues.

As mentioned above, another major determinant of youths' engagement is how far along their group was in the *Roadmap* curriculum. Youth who were in the process of carrying out their chosen service project were more enthusiastic about the session than were youth who were in an earlier phase of the

curriculum. This difference in engagement is most likely attributable to the difference between the abstract idea of service versus the concrete experience of carrying out a service project.

Member Focus Groups

AmeriCorps members described their experiences with the *Roadmap* curriculum during focus groups conducted at each of the seven sites visited. Members provided information on topics ranging from when they first heard about the curriculum to the efficacy of the training and ongoing support they received while implementing and facilitating the curriculum. Please keep in mind that these interviews were often driven by member responses to previous questions. It is also important to note that these interviews were constrained by the schedules of both the members and the site visitor; several of these focus groups could have continued on for an appreciable amount of time had these time restraints not been present. On average, the focus groups lasted 45 minutes.

When were members first informed about the Roadmap curriculum? The majority of members did not hear about the *Roadmap* curriculum until their first SERVES training in October of 2002. The SERVES training held in the fall is WSC's three-day statewide residential orientation for incoming members. Only two groups had heard about the curriculum before starting their term of service. When asked if being told about the *Roadmap* while they were deciding whether or not to join AmeriCorps would have impacted their decision, members generally agreed that this curriculum would not have deterred them from joining. However, a few members made it clear that learning more about the curriculum prior to joining would have decreased their interest in enrolling in AmeriCorps. These members felt that the extra responsibility presented by the *Roadmap* severely compromised their AmeriCorps experience.

What do members think about the curriculum itself? Members' opinions of the curriculum's contents were quite mixed. On the positive side, the curriculum offered members and the youth they worked with an effective introduction to social goods such as increased civic engagement and a heightened understanding of what youth can contribute to their community. At the operational level, most members had strong positive opinions about the activities included in the curriculum. These activities proved quite successful at keeping youth engaged in the *Roadmap* sessions. Members reported that the discussions that arose between youth and themselves during *Roadmap* sessions enhanced their AmeriCorps experience.

What did members dislike about the curriculum? Most members reported having problems with both the content and structure of the curriculum. Several teams questioned the appropriateness of including activities that required a great deal of physical contact between youth when working with a middle school population. Members also reported that a section giving more guidance on methods they might use to implement and facilitate the curriculum would be very helpful. On the structural side, many members complained that the curriculum was simply too long. Maintaining the attention of youth over the course of the *Roadmap*'s 14 units proved a challenge for several teams. The need to adapt the curriculum guide for youth not in the intended middle school age range was also raised on several occasions.

Was the training members received sufficient to successfully implement the curriculum? The majority of the teams interviewed had several critiques of the training they received before facilitating the *Roadmap*. Member training occurred at the SERVES training held in the fall of 2002, where it

was part of a larger new member orientation. A nearly unanimous opinion was that this training did not clearly articulate the overarching intent of the *Roadmap* and that not enough attention was paid to demonstrating how the units fit together. Members also expressed a strong desire to be trained in facilitation methods before being tasked with implementing a curriculum. One group went so far as to suggest that perhaps a separate training should be devised for the groups that are teaching the *Roadmap*. Ideally, this training would be offered separately from SERVES. As it now stands, members felt that they were being asked to train themselves without time being allotted specifically for this activity. Members also suggested that a question and answer period with members with previous facilitation experience (preferably with the *Roadmap*) would be a helpful addition to future trainings.

What did teams like about the curriculum? Each team believed that the ideas and themes being presented in the curriculum were important ones. In particular, members felt that teaching youth they have the power to make a difference in their community and showing them how to make a difference through a service project is very important and addresses AmeriCorps's central goal of promoting civic engagement. Teams reported using a majority of the activities with positive results. The suggestions included in the emergency road kits assisted teams in developing or maintaining a grasp on curriculum facilitation. Emergency road kits are prominently featured in several of the *Roadmap*'s units and offer helpful hints to AmeriCorps members facilitating the *Roadmap*. Finally, members were very positive about the impact of the service project on youth.

Did you modify the curriculum at all? If so, what elements did you keep? What elements did you cut? Each team interviewed during the course of the focus groups reported modifying the curriculum to some degree. The most common motive for making these changes was keeping youth engaged in the *Roadmap* sessions. Several teams reported that facilitating the curriculum as it is written made youth feel that *Roadmap* sessions were an extension of their school day. This led to youth tuning out the curriculum or dropping out altogether. The modifications made were dependent on the setting and the grade level of the youth. An overarching theme of the modifications is that members made every attempt to teach the lessons of the *Roadmap*, but may have used means different than those suggested by the curriculum. Some teams had difficulty fitting an entire unit into the time allotted for the *Roadmap* session. This led to selective facilitation of the activities included in the *Roadmap* or the splitting of units across sessions.¹³ As mentioned above, some teams eliminated the activities requiring physical contact because they felt that these activities were inappropriate for the youth in their *Roadmap* group. A modification suggested by members is to have a greater amount of member feedback incorporated into the process of designing the *Roadmap* and integrating it into members' service schedule.

How much has the curriculum impacted members' schedules? The curriculum's impact on member time has been quite mixed. Generally speaking, the curriculum was implemented after members completed their regular service at their host site. Members usually spent six to eight hours a day at their regular service site, which may involve tutoring youth during the regular school day, assisting in the daily operation of a community center, or providing transportation for low-income residents of rural communities who need to access service located outside of their local area. Members who participated in the *Roadmap* were not allowed to decrease the number of hours served at their host

¹³ It should be noted that the most recent version of the *Roadmap* has been shortened to seven units, largely in response to AmeriCorps members consistently stating that the curriculum was too lengthy.

site to compensate for the additional responsibility presented by the *Roadmap*. Some members reported that the facilitation of the curriculum adversely affected their service at their regular host site in at least two ways. One was a direct reduction of the amount of time members had to spend on their regular service projects. The other issue involved the strain placed on the relationship between representatives from the host sites and the members.

Several teams reported that if they had prepared for the *Roadmap* sessions as thoroughly as they would have liked, the actual time consumed by the *Roadmap* would have increased significantly. Several members expressed displeasure that they had been assigned to teach the curriculum without a reduction in existing responsibilities. In their opinion, the addition of the *Roadmap* to their workload affected the quality of their service both at their host site and in the *Roadmap* sessions. A minority of members reported that the *Roadmap* had a positive effect on their time in that it forced them to think critically about time management.

How have youth been impacted by the curriculum? AmeriCorps members' perception of the impacts of the curriculum appeared to vary depending on the group being interviewed. One common theme across a majority of the sites was that the curriculum has heightened youths' awareness of both their community and the potential they have to positively identify and address a genuine community need. One group reported that the middle school-aged youth with whom they were working assumed most of the responsibility for implementing the service project with very little prompting from the members. Overall, members felt that youth understood the major ideas expressed in the curriculum but may have problems understanding how a particular activity fits into this framework. Members also found that youth were very receptive to working with adults and that some youth seem empowered by the knowledge that there are AmeriCorps members willing to teach them outside of a school setting.

How have members been impacted by the curriculum? In the focus groups members reported that the impacts of the curriculum on the members themselves were minimal. A few groups were quite enthusiastic about facilitating the curriculum. Several teams appreciated the team-building opportunities inherent in working together to develop facilitation plans. However, generally speaking, members stated that they did not feel that facilitating the curriculum had augmented their understanding of community or what it means to be civically engaged. In our discussions, most members focused more on the added responsibility the curriculum represented than on any positive benefits they may have gained from the experience. This anecdotal evidence stands in sharp contrast to the quantitative data presented in the previous section indicating that members developed a deeper understanding of what it means to be civically engaged during their involvement with the *Roadmap*.

How successful have the service projects been? Of the seven sites that were visited, four had either carried out their service project or identified the activity to be undertaken. The projects that had been selected include: planting vegetables in a community garden for later donation to a food pantry; creating a mural to beautify a bus stop; collecting coins in local schools with proceeds benefiting a homeless assistance provider; and creating a sign welcoming visitors to the youths' town. Judging the efficacy of the service projects being pursued by the various *Roadmap* teams is difficult given that the teams visited were at various stages in the process of planning and executing this element of the curriculum. Based solely on the visits to sites that were actively carrying out a service project, it can be stated that the youth were very engaged in the community service project being pursued. The level of attention and focus displayed by teams that were actively engaged in this work was more

consistent, and easier for members to maintain, than at sites where a non-service unit was being facilitated.

Who do members go to when they need assistance in teaching the curriculum? Most teams reported that they would work internally to solve the problem. Members also reported talking to representatives from their AmeriCorps project. Ultimately, most teams used a mix of these problem-solving methods. A few teams expressed disappointment that they did not have more direct access to Washington Service Corps staff when *Roadmap*-related questions arose.

How well has the AmeriCorps team worked together to implement and teach the curriculum? The teams interviewed for this report indicated that they were able to work very well together to implement the *Roadmap* curriculum. Teams differed in the extent to which a formal division of labor was instituted. One team split into smaller sub-teams with each sub-team assuming the responsibility for facilitating a given *Roadmap* unit. Another team split into three groups: a preparation team, a facilitation team, and a community liaison team. In this arrangement the preparation team was responsible for providing the facilitation team with the information they would need to teach the curriculum. Members of the preparation team essentially served as teachers for the facilitators. The community liaison group was tasked with establishing relationships with potential community service project partners and arranging for these partners to make presentations to the youth. Finally, several teams employed team-teaching techniques wherein all members essentially assumed responsibility for working with their peers to facilitate the curriculum. Overall, members felt that the *Roadmap* experience increased the camaraderie of their team by really forcing them to work together in a manner that their regular sites did not.

How should the process be modified in the future? Regarding future iterations of the *Roadmap*, the primary concern of all members involved with the pilot version was that members assigned to teach the curriculum should be notified of this additional task by project supervisors before starting their term of service. The most upsetting thing to many of the members interviewed appeared to have had little to do with the curriculum itself; rather they resented being required to implement the curriculum without being told about it before joining AmeriCorps. Project organizations should take care to inform incoming members of the *Roadmap* prior to the beginning of their term of service. Another suggested modification is the inclusion of AmeriCorps members in developing the *Roadmap*. Members believed their peers would have the knowledge required to adjust the *Roadmap* in such a way as to make it more adaptable to the environments in which the curriculum would be facilitated.

Recommendations and Best Practices

Overall Reaction to the Pilot Version of the *Roadmap to Civic Engagement*

When asked to discuss their experiences with the *Roadmap to Civic Engagement*, the primary stakeholders (AmeriCorps members, project supervisors, and representatives from youth-serving organizations) offered several strong opinions. Some of these opinions are critical of certain elements of the *Roadmap* and the process by which facilitation of the curriculum became a reality, while other statements focus on the benefits of the *Roadmap* experience. Below we explore the full range of stakeholder reactions in turn. It is hoped that both what worked well and the suggested improvements will be useful in the development and implementation of future iterations of the *Roadmap* curriculum.

What Worked Well

AmeriCorps members had several positive comments that were consistently mentioned during the seven member focus groups. Perhaps most importantly, members were of the opinion that exposing youth to the themes included in the *Roadmap* was very important. Informing young people about the importance of civic responsibility and engagement was seen as a very beneficial undertaking and a worthwhile use of member time. The fact that this classroom training was coupled with a community service project enabled youth to link the abstract idea of civic engagement with the practical results of getting things done in their community.

The positive nature of the community service project was obvious in the teams observed during the site visits. The teams that were actively carrying out their service project were characterized by a great deal of enthusiasm for the undertaking. Perhaps more importantly, the youth appeared to be cognizant of the fact that they were making a positive impact in their community. As stated above, the members at sites carrying out service projects had a very clear sense of how much guidance was needed by the youth and took care to maintain youth ownership of the service projects.

Another benefit of the curriculum in the eyes of members was the team-building opportunity presented by the *Roadmap* curriculum. The majority of members did the regular service project at different locations and absent the curriculum would have only come together as a team for weekly meetings with the project supervisor. But the addition of the curriculum to their schedules provided them with the opportunity to work together as a team and get to know one another in a manner they would not have otherwise. Project organizations might want to consider pushing *Roadmap* teams to begin working together early in their service years to maximize the amount of team building provided by the facilitation of the curriculum. By blending the experience members gained serving at their regular host sites with the opportunity for members to come together in a group setting, it is likely that their AmeriCorps service will enhance the ability for these individuals to self-start as well as work within a team concept. The *Roadmap* also offered members a chance to come together and access a social support network that might not otherwise exist during their AmeriCorps experience.

Project supervisors cited several positive elements of their experience with the *Roadmap* curriculum. An increased understanding of community among AmeriCorps members and youth participating in the *Roadmap* is one of the benefits mentioned most frequently. Another positive impact has been an

increase in the visibility of the organization to both the local community at large and other service providers in the local area. This added visibility has come about through teaming up with a youth-serving organization and also through the community service projects performed by *Roadmap* teams. Lastly, project supervisors reported that the process of planning and facilitating *Roadmap* units allowed for teambuilding that would not occur otherwise.

The youth-serving organizations participating in the *Roadmap* also reported several beneficial impacts related to their involvement with the curriculum. The majority of these effects were related to exposing a group of youth to the ideas expressed in the *Roadmap*. These youth-serving organizations reported that youth who participated in the *Roadmap* gained a better understanding of what a community is and the responsibilities that accompany being a member of one. Representatives from these entities were also appreciative of the fact that the *Roadmap* allowed youth to interact with positive adult role models in the form of AmeriCorps members. A final major benefit in the eyes of these youth-serving entities was the service project; while enabling youth to develop a heightened sense of community, this element of the *Roadmap* often satisfied a previously unmet community need.

Suggested Improvements

In addition to the benefits catalogued above, stakeholders involved with the pilot version of the *Roadmap* had several critiques of the curriculum itself and the process surrounding the implementation and facilitation of the *Roadmap*. A primary concern shared by many members involved with this initiative was the amount of time consumed by the responsibilities associated with planning and facilitating the curriculum. Members expressed concern that this time crunch prevented them from doing as thorough a job as they would like, both at their host sites and with the *Roadmap*. In the future, WSC should think about potential ways to alleviate the negative impact of the *Roadmap* on member time. Could the *Roadmap* be better integrated into the regular number of service hours each member is required to complete? The members interviewed generally made it clear that they felt overburdened by the addition of the *Roadmap* curriculum to regular service at their host sites.

Members also expressed reservations about the length of the curriculum. Many members stated that keeping the youth interested in a curriculum of this nature over 14 units was a very difficult task. This is strongly associated with another concern voiced by members associated with youth' reaction to the curriculum. Many youth viewed the *Roadmap* as an extension of their school day rather than as an activity that could be classified as exciting. (Concerns over the length of the curriculum appear to have been addressed in the current version of the survey where the *Roadmap* is concentrated in seven units.)

Making sure that youth enjoy participating in the *Roadmap* depends partially upon the facilitation skills and enthusiasm for the curriculum possessed by members. WSC may be able to enhance both of these elements of the process in the months leading up to the facilitation of the *Roadmap*. Training on how to facilitate the curriculum could be incorporated into any instruction members receive prior to starting the *Roadmap*. Member enthusiasm and buy-in could be enhanced by making sure that members are fully aware that they will be required to facilitate the *Roadmap* before they agree to enter into a term of service. A large amount of the annoyance expressed by members towards the *Roadmap* dealt with the lack of facilitation training they received and the fact that they were often not aware of the *Roadmap* requirement until after enrollment in WSC. In the future, project supervisors

should be absolutely certain that each incoming member is aware of their responsibility to take part in the implementation and facilitation of the *Roadmap* curriculum.

Some members stated that the youth-serving organization with which they partnered was a less than ideal site for implementation of the *Roadmap*. The primary reason for this mismatch was the fact that the youth were too young to readily comprehend the themes included in the curriculum. Given this occurrence, it is imperative that in future iterations of the *Roadmap* curriculum, all stakeholders develop a comprehensive picture of what type of groups are appropriate for inclusion in this endeavor. It appears that the selection of inappropriate youth-serving organizations could be avoided if project supervisors and AmeriCorps members started the process of researching and identifying youth-serving organizations with whom to partner earlier in the *Roadmap* process.

Project supervisors cited several drawbacks to their involvement with the *Roadmap* curriculum. The one most frequently mentioned was the sheer length of the *Roadmap*. Several project supervisors reported that the curriculum's length compromised member's ability to perform service at their regular host sites up to their own high standards. The length of the *Roadmap* also made it difficult to maintain the interest of AmeriCorps members and youth. Also, keeping both AmeriCorps members and youth interested in the curriculum was very difficult. This difficulty arose due not only to the length of the curriculum but also the content. Project supervisors reported that AmeriCorps members had occasionally struggled to maintain youth interest in the sessions. Once again, this outcome seems influenced by the length of the curriculum. It will be interesting to note any changes in this perception given the shorter curriculum being implemented in 2003–2004.

The main drawback reported by the youth-serving organizations also pertained to the amount of time associated with conducting/teaching the curriculum. It was stated that youth often viewed the *Roadmap* session as an extension of their school day, especially because it often takes place at the same school where they spend regular class time. Consequently, keeping youth interested in the *Roadmap* often proved quite challenging. A few youth-serving organizations stated that AmeriCorps members' attitudes and commitment to the *Roadmap* could have been better. In the cases where members were not as enthusiastic as would be expected, it can be assumed that this deficit was largely attributable to issues surrounding the extra work associated with the *Roadmap*.

Conclusion

Despite the expected difficulties associated with any new initiative, the pilot implementation of the *Roadmap to Civic Engagement* Curriculum went quite well. Perhaps most noteworthy is WSC's willingness to incorporate feedback from other stakeholders into future iterations of the curriculum. Noteworthy changes associated with the second version of the curriculum include: a shortening of the curriculum from 14 to 7 units; an increase in the amount of attention paid to *Roadmap*-related training at the SERVES training held in the fall of 2003; the retaining of an AmeriCorps Leader whose primary responsibility is supporting AmeriCorps teams as they implement and facilitate the second version of the *Roadmap*; and the creation of a web blog to enable more direct communication between WSC and *Roadmap* participants.

As teams implement and facilitate the second version of the *Roadmap* curriculum, it will be interesting to examine this process in light of what was learned from the evaluation of the pilot version of the curriculum. Perhaps most heartening is the fact that AmeriCorps members and youth reported positive changes on the surveys included in the *Roadmap*. If WSC continues their policy of listening to stakeholder feedback and incorporating this information into the curriculum, one would expect that *Roadmap* participants' experiences will continue to be worthwhile.

Suggested Further Reading

Colby, Anne, et. al. Educating Citizens: Preparing America's Undergraduates for Lives of Civic and Moral Responsibility. San Francisco: Jossey-Bass, 2003.

Putnam, Robert. Bowling Alone: The Collapse and Revival of American Community. New York: Touchstone, 2000.

Appendix

Tables 1-13: Complete Results of Member and Youth Survey

Tables 14-19: Complete Results of Mail Surveys

Appendix Table 1
Member Demographics

Gender (N = 240)	
Male	24%
Female	76%
Age (N = 223)	
Less than 22 years old	28%
22 to 25 years old	41%
Over 25 years old	31%
Year of AmeriCorps service (N = 231)	
First	71%
Second	27%
Third	2%
Educational attainment (N = 230)	
8th grade or less	0%
Some high school, no diploma	1%
High school graduate	17%
High school equivalent (GED)	5%
Some college credit, but less than 1 year	14%
One or more years of college, no degree	18%
Associate degree	7%
Bachelor's degree	36%
Master's degree	2%
Ph.D., M.D. or other professional degree	0%
Language spoken at home (N = 241)	
English	93%
Spanish	4%
Other language	3%
Race (N = 232)	
American Indian/Alaskan Native	2%
Hawaiian/Pacific Islander	0%
White/Caucasian	72%
Asian/Asian American	2%
Hispanic/Latino/Latina	13%
Black/African American	2%
Multiracial	7%
Other	3%

Appendix Table 2
Youth Demographics

Gender (N = 521)	
Male	44%
Female	56%
Age (N = 516)	
5 - 9 years old	11%
10 - 11 years old	47%
12 - 14 years old	33%
15 - 17 years old	9%
Grade level (N = 514)	
Elementary school	49%
Middle school	40%
High school	11%
Language spoken at home (N = 522)	
English	74%
Spanish	18%
Other language	8%
Race (N = 499)	
American Indian/Alaskan Native	8%
Hawaiian/Pacific Islander	2%
White/Caucasian	39%
Asian/Asian American	6%
Hispanic/Latino/Latina	30%
Black/African American	4%
Multiracial	8%
Other	4%
Does youth receive a free or reduced price lunch at school (N = 502)	
Yes	51%
No	30%
Don't Know	19%

Appendix Table 3
Member Change Scores on Roadmap Survey

	Pre-Score (N = 304)	Post-Score (N = 304)	Change Score (N = 304)	Significant Difference from Pre- to Post-Score?
I have the ability to engage others in service.	2.9565	3.4214	0.4649	***
I am aware of what my community needs.	2.7857	3.4153	0.6296	***
I am an important member of my community.	2.9983	3.4564	0.4581	***
It is my responsibility to get involved to make things better.	3.1644	3.6040	0.4396	***
I understand the importance of the United States Declaration of Independence and the Constitution.	3.2550	3.4597	0.2047	***
I am aware of the resources in my community.	2.7140	3.3645	0.6505	***
I encourage my friends and family to volunteer.	2.7492	3.3144	0.5652	***
I have the skills to help solve problems in my community.	2.8633	3.3750	0.5117	***
It is important for me to know about needs in my community.	3.0894	3.5331	0.4437	***
Being a good citizen means having special obligations.	2.8893	3.1980	0.3087	***
I understand the importance of voting in a democracy.	3.2732	3.5613	0.2881	***
I can organize local efforts to effect change.	2.6395	3.2658	0.6262	***
I understand the purpose of the Bill of Rights.	3.1773	3.4415	0.2642	***
I vote in political elections.	3.0870	3.3043	0.2174	***
I know where to go or who to talk to if I want to provide help in my community.	2.8355	3.4252	0.5897	***
I understand what a democracy is.	3.3289	3.5664	0.2375	***

*** Results are statistically significant at the $p < .01$ level.

** Results are statistically significant at the $p < .05$ level.

* Results are statistically significant at the $p < .10$ level.

Appendix Table 4
Member Change Scores By Sub-Group

	Race/Ethnicity				Education ^a		Age			Gender	
	White (N = 168)	Non-white (N = 64)	Hispanic (N = 29)	Non- Hispanic (N = 203)	College Degree (N = 104)	No College Degree (N = 126)	Less Than 22 Years Old (N = 63)	22 to 25 Years Old (N = 91)	Older Than 25 Years (N = 69)	Male (N = 58)	Female (N = 182)
I have the ability to engage others in service.	0.4848	0.5000	0.5714	0.4774	0.4706	0.4390	0.4667	0.5444	0.3529	0.4912	0.4663
I am aware of what my community needs.	0.6566	0.6825	1.0000	0.6150	0.5196	0.7360	0.8710	0.6111	0.4706	0.6842	0.6444
I am an important member of my community.	0.4729	0.5714	0.7586	0.4625	0.3725	0.5400	0.6774	0.4500	0.2941	0.5263	0.4639
It is my responsibility to get involved to make things better.	0.4458	0.5238	0.6071	0.4478	0.3010	0.5610	0.6613	0.4000	0.3529	0.4035	0.4693
I understand the importance of the United States Declaration of Independence and the Constitution.	0.1951	0.3016	0.5357	0.1809	0.1287	0.2500	0.3607	0.1573	0.1176**	0.1754**	0.2191
I am aware of the resources in my community.	0.6503	0.7188	0.9655	0.6263	0.5784	0.7317	0.8548	0.7045	0.4706	0.7719	0.6376
I encourage my friends and family to volunteer.	0.5122	0.8906	1.1379	0.5427	0.4563	0.6855	0.9355	0.5556	0.3433	0.6667	0.5810
I have the skills to help solve problems in my community.	0.4699	0.6875	0.8621	0.4826	0.4466	0.5600	0.6290	0.5111	0.3913	0.4211	0.5359
It is important for me to know about needs in my community.	0.4096	0.5781	0.7931	0.4080	0.3301	0.4720	0.5645	0.4222	0.2899	0.3860	0.4586
Being a good citizen means having special obligations.	0.2945	0.4375	0.5517	0.3030	0.2451	0.3740	0.4918	0.2222	0.2794	0.2456	0.3503
I understand the importance of voting in a democracy.	0.2108	0.4219	0.6552	0.2139	0.1845	0.3360	0.5484	0.1889	0.1159**	0.3333	0.2376
I can organize local efforts to effect change.	0.6175	0.5873	0.7241	0.5925	0.5485	0.6290	0.7213	0.5944	0.5072	0.7105	0.5833
I understand the purpose of the Bill of Rights.	0.2378	0.3968	0.6897	0.2222	0.1553	0.3415	0.4262	0.1685	0.2353	0.2105**	0.2753
I vote in political elections.	0.1818	0.2857	0.3929	0.1850	0.1845	0.2276	0.2833	0.2000	0.1739	0.2456	0.1788
I know where to go or who to talk to if I want to provide help in my community.	0.5273	0.7188	0.9655	0.5250	0.4757	0.6532	0.7541	0.5444	0.4058	0.6491	0.5472
I understand what a democracy is.	0.1777	0.3333	0.5517	0.1725	0.1422	0.2640	0.4194	0.1180**	0.2029	0.2368	0.2056

^a Respondents reporting an educational attainment of an Associate's degree or higher are classified as having a college degree.

All results are statistically significant at the p<.01 level unless otherwise noted.

** Results are statistically significant at the p<.05 level.

* Results are statistically significant at the p<.10 level.

Appendix Table 5
Youth Change Scores on Roadmap Survey

	Pre-Score (N = 647)	Post-Score (N = 647)	Change Score (N = 647)	Significant Difference from Pre- to Post-Score?
I am aware of what my community needs.	2.5024	3.3968	0.8944	***
Helping others is something I want to do.	2.9430	3.4936	0.5506	***
I am an important member of my community.	2.5555	3.2990	0.7436	***
It is my responsibility to get involved to make things better.	2.6107	3.3586	0.7480	***
I understand the importance of the United States Declaration of Independence and the Constitution.	2.3921	3.1164	0.7243	***
I am aware of the resources in my community.	2.5416	3.2712	0.7296	***
I will encourage my friends and family to volunteer.	2.5817	3.2508	0.6691	***
I help solve problems in my community.	2.3750	3.0781	0.7031	***
It is important for me to know about needs in my community.	2.6492	3.3893	0.7402	***
Being a good citizen means having special obligations.	2.5905	3.2135	0.6229	***
I understand the importance of voting in a democracy.	2.4587	3.1625	0.7038	***
I will look for opportunities where I can help in my community.	2.5609	3.2697	0.7089	***
I understand the purpose of the Bill of Rights.	2.2563	2.9405	0.6843	***
I will vote in political elections when I am old enough.	2.8623	3.3828	0.5205	***
I know where to go or who to talk to if I want to provide help in my community.	2.4746	3.2279	0.7533	***
I understand what a democracy is.	2.2659	2.9715	0.7057	***

*** Results are statistically significant at the $p < .01$ level.

** Results are statistically significant at the $p < .05$ level.

* Results are statistically significant at the $p < .10$ level.

Appendix Table 6
Youth Change Scores By Sub-Group

	Race/Ethnicity				Current Grade Level ^a			Gender	
	White (N = 193)	Non-white (N = 306)	Hispanic (N = 149)	Non-Hispanic (N = 350)	Elementary School (N =254)	Middle School (N = 205)	High School (N = 55)	Male (N = 230)	Female (N = 291)
I am aware of what my community needs.	0.8750	0.9133	0.8521	0.9176	0.9793	0.8060	0.8113	0.8869	0.8869
Helping others is something I want to do.	0.4919	0.5456	0.6250	0.4822	0.4380	0.5950	0.4906	0.5860	0.4435
I am an important member of my community.	0.7324	0.7297	0.7639	0.7166	0.7208	0.7289	0.6038	0.7240	0.7163
It is my responsibility to get involved to make things better.	0.6766	0.7551	0.7183	0.7277	0.6550	0.7893	0.6667	0.7169	0.6964
I understand the importance of the United States Declaration of Independence and the Constitution.	0.6436	0.6703	0.6812	0.6506	0.7689	0.6624	0.3077**	0.6174	0.7022
I am aware of the resources in my community.	0.6547	0.7803	0.8214	0.6939	0.7091	0.7908	0.5385	0.7066	0.7263
I will encourage my friends and family to volunteer.	0.5917	0.6897	0.7214	0.6227	0.6266	0.7893	0.2000 ^{N/S}	0.6302	0.6374
I help solve problems in my community.	0.6639	0.7290	0.8440	0.6433	0.6746	0.7828	0.5490	0.6963	0.7000
It is important for me to know about needs in my community.	0.6973	0.7753	0.8705	0.6922	0.6962	0.7679	0.8000	0.7047	0.7473
Being a good citizen means having special obligations.	0.5519	0.6702	0.7574	0.5684	0.6009	0.6443	0.6200	0.5616	0.6538
I understand the importance of voting in a democracy.	0.5301	0.7465	0.9357	0.5456	0.6738	0.7111	0.4800	0.6675	0.6570
I will look for opportunities where I can help in my community.	0.6313	0.7808	0.8014	0.6909	0.6793	0.8205	0.5098	0.6590	0.7491
I understand the purpose of the Bill of Rights.	0.5769	0.6993	0.8182	0.5766	0.7293	0.6199	0.4000	0.6564	0.6250
I will vote in political elections when I am old enough.	0.4098	0.5241	0.7042	0.3840	0.5127	0.4898	0.3137**	0.5071	0.4643
I know where to go or who to talk to if I want to provide help in my community.	0.6667	0.7630	0.7286	0.7244	0.6151	0.9209	0.4898	0.7277	0.7068
I understand what a democracy is.	0.4676	0.7654	0.9507	0.5224	0.7593	0.6751	0.2157 ^{N/S}	0.6051	0.6897

^a Elementary school includes respondents in grades 1 through 5. Middle school is defined as grades 6 through 8 and high school is defined as grades 9

All results are statistically significant at the p<.01 level unless otherwise noted.

** Results are statistically significant at the p<.05 level.

* Results are statistically significant at the p<.10 level.

^{N/S} Results are not statistically significant.

Appendix Table 7
Member Ethnic Subgroups

	White (N = 168)			Non-White (N = 64)			
	Pre-Score	Post-Score	Change Score	Pre-Score	Post-Score	Change Score	Are change scores significantly different?
I have the ability to engage others in service.	2.9879	3.4727	0.4848	3.0000	3.5000	0.5000	
I am aware of what my community needs.	2.8313	3.4880	0.6566	2.7460	3.4286	0.6825	
I am an important member of my community.	3.0090	3.4819	0.4729	2.9206	3.4921	0.5714	
It is my responsibility to get involved to make things better.	3.2108	3.6566	0.4458	3.0476	3.5714	0.5238	
I understand the importance of the United States Declaration of Independence and the Constitution.	3.3293	3.5244	0.1951	3.1429	3.4444	0.3016	
I am aware of the resources in my community.	2.7791	3.4294	0.6503	2.7031	3.4219	0.7188	
I encourage my friends and family to volunteer.	2.7988	3.3110	0.5122	2.5313	3.4219	0.8906	***
I have the skills to help solve problems in my community.	2.9458	3.4157	0.4699	2.7344	3.4219	0.6875	**
It is important for me to know about needs in my community.	3.1265	3.5361	0.4096	3.0781	3.6563	0.5781	
Being a good citizen means having special obligations.	2.9387	3.2331	0.2945	2.8750	3.3125	0.4375	
I understand the importance of voting in a democracy.	3.3946	3.6054	0.2108	3.0781	3.5000	0.4219	**
I can organize local efforts to effect change.	2.6837	3.3012	0.6175	2.6825	3.2698	0.5873	
I understand the purpose of the Bill of Rights.	3.2622	3.5000	0.2378	3.0317	3.4286	0.3968	
I vote in political elections.	3.2303	3.4121	0.1818	2.7937	3.0794	0.2857	
I know where to go or who to talk to if I want to provide help in my community.	2.9697	3.4970	0.5273	2.7188	3.4375	0.7188	
I understand what a democracy is.	3.4789	3.6566	0.1777	3.1190	3.4524	0.3333	**

*** Results are statistically significant at the $p < .01$ level.

** Results are statistically significant at the $p < .05$ level.

* Results are statistically significant at the $p < .10$ level.

Appendix Table 7 (continued)
Member Ethnic Subgroups

	Hispanic (N = 29)			Non-Hispanic (N = 203)			Are change scores significantly different?
	Pre-Score	Post-Score	Change Score	Pre-Score	Post-Score	Change Score	
I have the ability to engage others in service.	2.8214	3.3929	0.5714	3.0151	3.4925	0.4774	
I am aware of what my community needs.	2.4138	3.4138	1.0000	2.8650	3.4800	0.6150	**
I am an important member of my community.	2.7241	3.4828	0.7586	3.0225	3.4850	0.4625	*
It is my responsibility to get involved to make things better.	2.8571	3.4643	0.6071	3.2090	3.6567	0.4478	
I understand the importance of the United States Declaration of Independence and the Constitution.	2.8929	3.4286	0.5357	3.3317	3.5126	0.1809	**
I am aware of the resources in my community.	2.4483	3.4138	0.9655	2.8030	3.4293	0.6263	*
I encourage my friends and family to volunteer.	2.3103	3.4483	1.1379	2.7839	3.3266	0.5427	***
I have the skills to help solve problems in my community.	2.5172	3.3793	0.8621	2.9403	3.4229	0.4826	***
It is important for me to know about needs in my community.	2.8966	3.6897	0.7931	3.1443	3.5522	0.4080	***
Being a good citizen means having special obligations.	2.7586	3.3103	0.5517	2.9444	3.2475	0.3030	*
I understand the importance of voting in a democracy.	2.7586	3.4138	0.6552	3.3856	3.5995	0.2139	***
I can organize local efforts to effect change.	2.4483	3.1724	0.7241	2.7175	3.3100	0.5925	
I understand the purpose of the Bill of Rights.	2.6897	3.3793	0.6897	3.2727	3.4949	0.2222	***
I vote in political elections.	2.3929	2.7857	0.3929	3.2100	3.3950	0.1850	
I know where to go or who to talk to if I want to provide help in my community.	2.4483	3.4138	0.9655	2.9650	3.4900	0.5250	**
I understand what a democracy is.	2.7931	3.3448	0.5517	3.4650	3.6375	0.1725	***

*** Results are statistically significant at the $p < .01$ level.

** Results are statistically significant at the $p < .05$ level.

* Results are statistically significant at the $p < .10$ level.

Appendix Table 8
Member Educational Subgroups

	College Degree (N = 104)			No College Degree (N = 126)			
	Pre-Score	Post-Score	Change Score	Pre-Score	Post-Score	Change Score	Are change scores significantly different?
I have the ability to engage others in service.	3.0686	3.5392	0.4706	2.9919	3.4309	0.4390	
I am aware of what my community needs.	2.8725	3.3922	0.5196	2.7600	3.4960	0.7360	**
I am an important member of my community.	3.0882	3.4608	0.3725	2.9560	3.4960	0.5400	*
It is my responsibility to get involved to make things better.	3.3204	3.6214	0.3010	3.0813	3.6423	0.5610	***
I understand the importance of the United States Declaration of Independence and the Constitution.	3.3663	3.4950	0.1287	3.2339	3.4839	0.2500	*
I am aware of the resources in my community.	2.8725	3.4510	0.5784	2.6423	3.3740	0.7317	
I encourage my friends and family to volunteer.	2.8932	3.3495	0.4563	2.6452	3.3306	0.6855	**
I have the skills to help solve problems in my community.	3.0485	3.4951	0.4466	2.8160	3.3760	0.5600	
It is important for me to know about needs in my community.	3.2233	3.5534	0.3301	3.0800	3.5520	0.4720	*
Being a good citizen means having special obligations.	3.0000	3.2451	0.2451	2.8618	3.2358	0.3740	*
I understand the importance of voting in a democracy.	3.4369	3.6214	0.1845	3.2040	3.5400	0.3360	*
I can organize local efforts to effect change.	2.7913	3.3398	0.5485	2.6452	3.2742	0.6290	
I understand the purpose of the Bill of Rights.	3.3398	3.4951	0.1553	3.1138	3.4553	0.3415	**
I vote in political elections.	3.3786	3.5631	0.1845	2.8943	3.1220	0.2276	
I know where to go or who to talk to if I want to provide help in my community.	3.0000	3.4757	0.4757	2.8145	3.4677	0.6532	*
I understand what a democracy is.	3.4951	3.6373	0.1422	3.3000	3.5640	0.2640	*

*** Results are statistically significant at the $p < .01$ level.

** Results are statistically significant at the $p < .05$ level.

* Results are statistically significant at the $p < .10$ level.

Appendix Table 9
Member Age Subgroups

	Less Than 22 Years Old (N = 63)			22 to 25 Years Old (N = 91)			Older Than 25 Years Old (N = 69)					
	Pre-score	Post-score	Change	Pre-score	Post-score	Change	Pre-score	Post-score	Change	Significant Difference Between Less Than 22 and 22 to 25	Significant Difference Between 22 to 25 and Older Than 25	Significant Difference Between Less Than 22 and Older Than 25
I have the ability to engage others in service.	2.9167	3.3833	0.4667	2.9667	3.5111	0.5444	3.1029	3.4559	0.3529			
I am aware of what my community needs.	2.5645	3.4355	0.8710	2.7667	3.3778	0.6111	3.0735	3.5441	0.4706	**		***
I am an important member of my community.	2.7903	3.4677	0.6774	3.0500	3.5000	0.4500	3.1618	3.4559	0.2941	**		***
It is my responsibility to get involved to make things better.	2.8548	3.5161	0.6613	3.3111	3.7111	0.4000	3.2647	3.6176	0.3529	**		**
I understand the importance of the United States Declaration of Independence and the Constitution.	3.0328	3.3934	0.3607	3.2360	3.3933	0.1573	3.5147	3.6324	0.1176	**		***
I am aware of the resources in my community.	2.5000	3.3548	0.8548	2.7386	3.4432	0.7045	2.9412	3.4118	0.4706		*	***
I encourage my friends and family to volunteer.	2.3548	3.2903	0.9355	2.7111	3.2667	0.5556	3.0896	3.4328	0.3433	***	*	***
I have the skills to help solve problems in my community.	2.6774	3.3065	0.6290	2.9667	3.4778	0.5111	2.9710	3.3623	0.3913			**
It is important for me to know about needs in my community.	2.9032	3.4677	0.5645	3.1778	3.6000	0.4222	3.2464	3.5362	0.2899			**
Being a good citizen means having special obligations.	2.6393	3.1311	0.4918	3.0000	3.2222	0.2222	3.0294	3.3088	0.2794	***		**
I understand the importance of voting in a democracy.	2.8710	3.4194	0.5484	3.4500	3.6389	0.1889	3.4203	3.5362	0.1159	***		***
I can organize local efforts to effect change.	2.4918	3.2131	0.7213	2.7056	3.3000	0.5944	2.8551	3.3623	0.5072			*
I understand the purpose of the Bill of Rights.	2.8689	3.2951	0.4262	3.2809	3.4494	0.1685	3.3971	3.6324	0.2353	***		*
I vote in political elections.	2.4333	2.7167	0.2833	3.2667	3.4667	0.2000	3.3623	3.5362	0.1739			
I know where to go or who to talk to if I want to provide help in my community.	2.6230	3.3770	0.7541	2.9222	3.4667	0.5444	3.1159	3.5217	0.4058	*		***
I understand what a democracy is.	3.0806	3.5000	0.4194	3.4831	3.6011	0.1180	3.4348	3.6377	0.2029	***		**

*** Results are statistically significant at the p<.01 level.

** Results are statistically significant at the p<.05 level.

* Results are statistically significant at the p<.10 level.

Appendix Table 10
Member Gender Subgroups

	Female (N = 182)			Male (N = 58)			Are change scores significantly different?
	Pre-Score	Post-Score	Change Score	Pre-Score	Post-Score	Change Score	
I have the ability to engage others in service.	3.0056	3.4719	0.4663	2.9649	3.4561	0.4912	
I am aware of what my community needs.	2.8556	3.5000	0.6444	2.6316	3.3158	0.6842	
I am an important member of my community.	3.0250	3.4889	0.4639	2.8772	3.4035	0.5263	
It is my responsibility to get involved to make things better.	3.1899	3.6592	0.4693	3.1404	3.5439	0.4035	
I understand the importance of the United States Declaration of Independence and the Constitution.	3.3034	3.5225	0.2191	3.2456	3.4211	0.1754	
I am aware of the resources in my community.	2.7837	3.4213	0.6376	2.6140	3.3860	0.7719	
I encourage my friends and family to volunteer.	2.7709	3.3520	0.5810	2.6667	3.3333	0.6667	
I have the skills to help solve problems in my community.	2.8950	3.4309	0.5359	2.9298	3.3509	0.4211	
It is important for me to know about needs in my community.	3.1160	3.5746	0.4586	3.1228	3.5088	0.3860	
Being a good citizen means having special obligations.	2.9153	3.2655	0.3503	2.8596	3.1053	0.2456	
I understand the importance of voting in a democracy.	3.3453	3.5829	0.2376	3.1754	3.5088	0.3333	
I can organize local efforts to effect change.	2.7333	3.3167	0.5833	2.5175	3.2281	0.7105	
I understand the purpose of the Bill of Rights.	3.2022	3.4775	0.2753	3.2632	3.4737	0.2105	
I vote in political elections.	3.1397	3.3184	0.1788	3.0702	3.3158	0.2456	
I know where to go or who to talk to if I want to provide help in my community.	2.9472	3.4944	0.5472	2.7193	3.3684	0.6491	
I understand what a democracy is.	3.3889	3.5944	0.2056	3.3684	3.6053	0.2368	

*** Results are statistically significant at the $p < .01$ level.

** Results are statistically significant at the $p < .05$ level.

* Results are statistically significant at the $p < .10$ level.

Appendix Table 11
Youth Ethnic Subgroups

	White (N = 193)			Non-White (N = 306)			Are change scores significantly different?
	Pre-Score	Post-Score	Change Score	Pre-Score	Post-Score	Change Score	
I am aware of what my community needs.	2.4362	3.3112	0.8750	2.5442	3.4575	0.9133	
Helping others is something I want to do.	2.9005	3.3925	0.4919	2.9899	3.5355	0.5456	
I am an important member of my community.	2.4486	3.1811	0.7324	2.6132	3.3429	0.7297	
It is my responsibility to get involved to make things better.	2.5598	3.2364	0.6766	2.6429	3.3980	0.7551	
I understand the importance of the United States Declaration of Independence and the Constitution.	2.2983	2.9420	0.6436	2.5072	3.1774	0.6703	
I am aware of the resources in my community.	2.4503	3.1050	0.6547	2.5606	3.3408	0.7803	
I will encourage my friends and family to volunteer.	2.5278	3.1194	0.5917	2.5793	3.2690	0.6897	
I help solve problems in my community.	2.2077	2.8716	0.6639	2.4161	3.1451	0.7290	
It is important for me to know about needs in my community.	2.5351	3.2324	0.6973	2.6725	3.4477	0.7753	
Being a good citizen means having special obligations.	2.4809	3.0328	0.5519	2.6330	3.3032	0.6702	
I understand the importance of voting in a democracy.	2.4536	2.9836	0.5301	2.4860	3.2325	0.7465	**
I will look for opportunities where I can help in my community.	2.4469	3.0782	0.6313	2.5976	3.3784	0.7808	*
I understand the purpose of the Bill of Rights.	2.1978	2.7747	0.5769	2.2847	2.9840	0.6993	
I will vote in political elections when I am old enough.	3.0246	3.4344	0.4098	2.7973	3.3213	0.5241	
I know where to go or who to talk to if I want to provide help in my community.	2.3852	3.0519	0.6667	2.5052	3.2682	0.7630	
I understand what a democracy is.	2.3757	2.8432	0.4676	2.2123	2.9777	0.7654	***

*** Results are statistically significant at the $p < .01$ level.

** Results are statistically significant at the $p < .05$ level.

* Results are statistically significant at the $p < .10$ level.

Appendix Table 11 (continued)
Youth Ethnic Subgroups

	Hispanic (N = 149)			Non-Hispanic (N = 350)			Are change scores significantly different?
	Pre-Score	Post-Score	Change Score	Pre-Score	Post-Score	Change Score	
I am aware of what my community needs.	2.5493	3.4014	0.8521	2.4824	3.4000	0.9176	
Helping others is something I want to do.	2.8889	3.5139	0.6250	2.9837	3.4660	0.4822	*
I am an important member of my community.	2.5903	3.3542	0.7639	2.5326	3.2493	0.7166	
It is my responsibility to get involved to make things better.	2.6690	3.3873	0.7183	2.5863	3.3140	0.7277	
I understand the importance of the United States Declaration of Independence and the Constitution.	2.5580	3.2391	0.6812	2.3680	3.0186	0.6506	
I am aware of the resources in my community.	2.5929	3.4143	0.8214	2.4864	3.1803	0.6939	
I will encourage my friends and family to volunteer.	2.6071	3.3286	0.7214	2.5394	3.1621	0.6227	
I help solve problems in my community.	2.3121	3.1560	0.8440	2.3445	2.9878	0.6433	**
It is important for me to know about needs in my community.	2.5971	3.4676	0.8705	2.6276	3.3198	0.6922	**
Being a good citizen means having special obligations.	2.5809	3.3382	0.7574	2.5699	3.1383	0.5684	**
I understand the importance of voting in a democracy.	2.3500	3.2857	0.9357	2.5258	3.0714	0.5456	***
I will look for opportunities where I can help in my community.	2.5887	3.3901	0.8014	2.5197	3.2106	0.6909	
I understand the purpose of the Bill of Rights.	2.3007	3.1189	0.8182	2.2281	2.8047	0.5766	**
I will vote in political elections when I am old enough.	2.7042	3.4085	0.7042	2.9623	3.3464	0.3840	***
I know where to go or who to talk to if I want to provide help in my community.	2.6429	3.3714	0.7286	2.3810	3.1054	0.7244	
I understand what a democracy is.	2.0845	3.0352	0.9507	2.3567	2.8791	0.5224	***

*** Results are statistically significant at the $p < .01$ level.

** Results are statistically significant at the $p < .05$ level.

* Results are statistically significant at the $p < .10$ level.

Appendix Table 12
Youth Grade Subgroups

	Not middle school (N = 309)			Middle school (N = 205)			Are change scores significantly different?
	Pre-Score	Post-Score	Change Score	Pre-Score	Post-Score	Change Score	
I am aware of what my community needs.	2.5390	3.4881	0.9492	2.4527	3.2587	0.8060	*
Helping others is something I want to do.	3.0983	3.5458	0.4475	2.7875	3.3825	0.5950	*
I am an important member of my community.	2.6758	3.3754	0.6997	2.4204	3.1493	0.7289	
It is my responsibility to get involved to make things better.	2.7133	3.3703	0.6570	2.4721	3.2614	0.7893	
I understand the importance of the United States Declaration of Independence and the Constitution.	2.4440	3.1264	0.6823	2.3629	3.0254	0.6624	
I am aware of the resources in my community.	2.6585	3.3363	0.6778	2.3393	3.1301	0.7908	
I will encourage my friends and family to volunteer.	2.6837	3.2350	0.5512	2.3706	3.1599	0.7893	***
I help solve problems in my community.	2.4594	3.1113	0.6519	2.1616	2.9444	0.7828	
It is important for me to know about needs in my community.	2.7073	3.4216	0.7143	2.5408	3.3087	0.7679	
Being a good citizen means having special obligations.	2.6961	3.3004	0.6042	2.3995	3.0438	0.6443	
I understand the importance of voting in a democracy.	2.5406	3.1802	0.6396	2.3568	3.0678	0.7111	
I will look for opportunities where I can help in my community.	2.6719	3.3212	0.6493	2.3615	3.1821	0.8205	**
I understand the purpose of the Bill of Rights.	2.2832	2.9534	0.6703	2.1837	2.8036	0.6199	
I will vote in political elections when I am old enough.	2.8868	3.3641	0.4774	2.8503	3.3401	0.4898	
I know where to go or who to talk to if I want to provide help in my community.	2.6424	3.2361	0.5938	2.2015	3.1224	0.9209	***
I understand what a democracy is.	2.2740	2.9384	0.6644	2.2360	2.9112	0.6751	

*** Results are statistically significant at the $p < .01$ level.

** Results are statistically significant at the $p < .05$ level.

* Results are statistically significant at the $p < .10$ level.

Appendix Table 12 (continued)
Youth Grade Subgroups

	Elementary School (N = 254)			Middle School (N = 205)			High School (N = 55)			Significant Difference Between Elementary School and Middle School	Significant Difference Between Middle School and High School	Significant Difference Between Elementary School and High School
	Pre-score	Post-score	Change	Pre-score	Post-score	Change	Pre-score	Post-score	Change			
I am aware of what my community needs.	2.5413	3.5207	0.9793	2.4527	3.2587	0.8060	2.5283	3.3396	0.8113	**		
Helping others is something I want to do.	3.1612	3.5992	0.4380	2.7875	3.3825	0.5950	2.8113	3.3019	0.4906	*		
I am an important member of my community.	2.7333	3.4542	0.7208	2.4204	3.1493	0.7289	2.4151	3.0189	0.6038			
It is my responsibility to get involved to make things better.	2.7190	3.3740	0.6550	2.4721	3.2614	0.7893	2.6863	3.3529	0.6667			
I understand the importance of the United States Declaration of Independence and the Constitution.	2.4000	3.1689	0.7689	2.3629	3.0254	0.6624	2.6346	2.9423	0.3077		**	***
I am aware of the resources in my community.	2.6552	3.3642	0.7091	2.3393	3.1301	0.7908	2.6731	3.2115	0.5385		*	
I will encourage my friends and family to volunteer.	2.7060	3.3326	0.6266	2.3706	3.1599	0.7893	2.5800	2.7800	0.2000	*	***	***
I help solve problems in my community.	2.4957	3.1703	0.6746	2.1616	2.9444	0.7828	2.2941	2.8431	0.5490		*	
It is important for me to know about needs in my community.	2.7722	3.4684	0.6962	2.5408	3.3087	0.7679	2.4000	3.2000	0.8000			
Being a good citizen means having special obligations.	2.7639	3.3658	0.6009	2.3995	3.0438	0.6443	2.3800	3.0000	0.6200			
I understand the importance of voting in a democracy.	2.5579	3.2318	0.6738	2.3568	3.0678	0.7111	2.4600	2.9400	0.4800			
I will look for opportunities where I can help in my community.	2.7025	3.3819	0.6793	2.3615	3.1821	0.8205	2.5294	3.0392	0.5098		**	
I understand the purpose of the Bill of Rights.	2.2620	2.9913	0.7293	2.1837	2.8036	0.6199	2.3800	2.7800	0.4000			**
I will vote in political elections when I am old enough.	2.9174	3.4301	0.5127	2.8503	3.3401	0.4898	2.7451	3.0588	0.3137			
I know where to go or who to talk to if I want to provide help in my community.	2.6444	3.2594	0.6151	2.2015	3.1224	0.9209	2.6327	3.1224	0.4898	***	***	***
I understand what a democracy is.	2.2158	2.9751	0.7593	2.2360	2.9112	0.6751	2.5490	2.7647	0.2157		***	***

*** Results are statistically significant at the $p < .01$ level.

** Results are statistically significant at the $p < .05$ level.

* Results are statistically significant at the $p < .10$ level.

Appendix Table 13
Youth Gender Subgroups

	Female (N = 291)			Male (N = 230)			Are change scores significantly different?
	Pre-Score	Post-Score	Change Score	Pre-Score	Post-Score	Change Score	
I am aware of what my community needs.	2.5760	3.4629	0.8869	2.4163	3.3032	0.8869	
Helping others is something I want to do.	3.1360	3.5795	0.4435	2.7647	3.3507	0.5860	*
I am an important member of my community.	2.6206	3.3369	0.7163	2.4751	3.1991	0.7240	
It is my responsibility to get involved to make things better.	2.7000	3.3964	0.6964	2.5114	3.2283	0.7169	
I understand the importance of the United States Declaration of Independence and the Constitution.	2.3745	3.0768	0.7022	2.4742	3.0915	0.6174	
I am aware of the resources in my community.	2.5109	3.2372	0.7263	2.5329	3.2394	0.7066	
I will encourage my friends and family to volunteer.	2.6941	3.3315	0.6374	2.4140	3.0442	0.6302	
I help solve problems in my community.	2.3564	3.0564	0.7000	2.3037	3.0000	0.6963	
It is important for me to know about needs in my community.	2.7004	3.4477	0.7473	2.5674	3.2721	0.7047	
Being a good citizen means having special obligations.	2.5842	3.2381	0.6538	2.5877	3.1493	0.5616	
I understand the importance of voting in a democracy.	2.4440	3.1011	0.6570	2.5047	3.1722	0.6675	
I will look for opportunities where I can help in my community.	2.6182	3.3673	0.7491	2.4654	3.1244	0.6590	
I understand the purpose of the Bill of Rights.	2.2169	2.8419	0.6250	2.2938	2.9502	0.6564	
I will vote in political elections when I am old enough.	2.9768	3.4411	0.4643	2.7405	3.2476	0.5071	
I know where to go or who to talk to if I want to provide help in my community.	2.5198	3.2266	0.7068	2.4085	3.1362	0.7277	
I understand what a democracy is.	2.2642	2.9539	0.6897	2.2897	2.8949	0.6051	

*** Results are statistically significant at the $p < .01$ level.

** Results are statistically significant at the $p < .05$ level.

* Results are statistically significant at the $p < .10$ level.

Appendix Table 14
Project Organizations' Backgrounds

	Project Organizations (N = 19)
Organizational Background	
How would you best characterize your organization? (Check one)	
State agency	5%
Local education agency/school district	21%
Other local government agency	11%
Community-based organization	47%
Faith-based organization	0%
Elementary school	0%
Middle school	0%
High school	0%
Private foundation	0%
Other	16%
Approximately how many years has your organization (not your AmeriCorps program) been in operation?	27 Years
Approximately how many years has your program been working with the Washington Service Corps?	7 Years
How many sites do your AmeriCorps members serve/work at annually?	15 Sites
What percent of your service projects/activities are conducted in urban settings? Suburban settings? Rural settings?	
Urban settings	26%
Suburban settings	26%
Rural settings	48%
In total, how many AmeriCorps service members did you enroll in the 2002 - 2003 program year (include full-time, part-time, and any who dropped out after enrollment)?	25 Members
What kinds of services does your organization provide?	
Childhood/Adolescent education (e.g., tutoring, teaching assistance)	63%
Adult education (e.g., literacy, job training)	42%
Parenting skill development	37%
Child care	21%
Public health	5%
Housing (e.g., renovation, construction)	37%
Environment/Conservation	37%
Mental health	26%
Economic/Community development	42%
Technology	32%
Public Safety	16%
Other	42%

Appendix Table 14 (continued)
Project Organizations' Backgrounds

	Project Organizations (N = 19)
Organizational Background	
What kinds of services do your AmeriCorps members provide?	
Childhood/Adolescent education (e.g., tutoring, teaching assistance)	84%
Adult education (e.g., literacy, job training)	21%
Parenting skill development	21%
Child care	5%
Public health	0%
Housing (e.g., renovation, construction)	16%
Environment/Conservation	42%
Mental health	5%
Economic/Community development	21%
Technology	21%
Public Safety	11%
Other	26%
Which of these areas is the main focus of your organization? (Check one)	
Childhood/Adolescent education (e.g., tutoring, teaching assistance)	39%
Adult education (e.g., literacy, job training)	0%
Public health	0%
Housing (e.g., renovation, construction)	0%
Environment/Conservation	11%
Economic/Community development	11%
Technology	0%
Public Safety	6%
Other	33%
Which of these areas is the main focus of your AmeriCorps members? (Check one)	
Childhood/Adolescent education (e.g., tutoring, teaching assistance)	71%
Adult education (e.g., literacy, job training)	0%
Public health	0%
Housing (e.g., renovation, construction)	6%
Environment/Conservation	18%
Economic/Community development	0%
Technology	0%
Public Safety	0%
Other	6%
Please indicate the group most frequently served by your organization. (Check one)	
Children	42%
Young adults	16%
Adults	26%
Limited English speakers	0%
Senior citizens	0%
Homeless individuals	0%
Substance abusers	0%
More than one of the above	16%
Did your organization design or select the community service to be delivered by AmeriCorps members?	
Yes (Go to question 10)	68%
No (Answer question 9a)	32%

Appendix Table 15
Project Organizations' Community Partnerships

	Project Organizations (N = 19)
Community Partnerships	
How many community organizations/groups does your organization work with on a regular basis?	35
Which of the following best describes the type of services offered by these groups? (Check all that apply)	
Childhood/Adolescent education (e.g., tutoring, teaching assistance)	84%
Adult education (e.g., literacy, job training)	58%
Parenting skill development	42%
Child care	32%
Public health	37%
Housing (e.g., renovation, construction)	47%
Environment/Conservation	58%
Mental health	37%
Economic/Community development	58%
Technology	37%
Public Safety	32%
Other (Please specify):	37%
Are any of these groups your partners in the Roadmap to Civic	
Yes (Answer question 10c)	74%
No (Go to question 11)	26%
How many?	4 Groups
To what extent has your involvement with the Washington Service Corps led to new partnerships with other community service organizations?	
Not at all	5%
A little	21%
Somewhat	32%
Quite a bit	32%
A great deal	11%

Appendix Table 16
Project Organizations' Experiences with the Roadmap Curriculum

	Project Organizations (N = 19)
Implementation of the Roadmap to Civic Engagement Pilot Program	
Did you have any concerns about implementing the initiative?	
Yes	95%
No	5%
Were you concerned about: (Check all that apply)	
Financial resources	56%
Staff availability	44%
AmeriCorps member interest	83%
AmeriCorps member time	61%
Partner participation	67%
Other	61%
Which of these concerns proved to be actual challenges to implementation? (Check all that apply)	
Financial resources	33%
Staff availability	44%
AmeriCorps member interest	67%
AmeriCorps member time	50%
Partner participation	56%
Other (Please specify):	44%
How satisfied are you with the orientation/training your organization received prior to implementing the Roadmap to Civic Engagement Pilot Program?	
Not at all	16%
A little	26%
Somewhat	37%
Quite a bit	16%
A great deal	5%
How difficult was integrating the civic engagement program into your existing service structure?	
Not at all difficult	5%
A little	16%
Somewhat	16%
Quite a bit	42%
Very difficult	21%
Were AmeriCorps members responsible for identifying the organization their team would partner with?	
Yes	37%
No	63%
If an AmeriCorps member has questions regarding the Roadmap to Civic Engagement Pilot Program curriculum, who is the person they would most likely go to for guidance? (Check one)	
Their AmeriCorps team leader	5%
Their site supervisor	5%
You or someone for your organization	79%
A representative from Service Learning Northwest	11%
Other (Please specify):	
Experiences with the Roadmap to Civic Engagement Pilot Program	
Would you participate in this program again?	
Yes, with no reservations	16%
Yes, with reservations	79%
No	0%
Not sure/Undecided	5%

Appendix Table 17
Youth-Serving Organizations' Backgrounds

	Youth-Serving Organizations (N = 27)
Organizational Background	
How would you best characterize your organization? (Check one)	
State agency	4%
Local education agency/school district	22%
Other local government agency	7%
Community-based organization	22%
Faith-based organization	0%
Elementary school	11%
Middle school	7%
High school	7%
Private foundation	4%
Other	15%
Approximately how many years has your organization been in operation?	39 Years
Prior to the Roadmap to Civic Engagement Pilot Program, had your organization ever worked with the AmeriCorps project with which you are partnering?	
Yes	63%
No	37%
If so, for how long?	4 Years
In general, would the area your organization serves best be characterized as urban, suburban or rural?	
Serve an urban area	26%
Serve a suburban area	22%
Serve a rural area	52%
How many AmeriCorps members have worked with your organization on the civic engagement curriculum?	6 Members
What kinds of services does your organization provide?	
Childhood/Adolescent education (e.g., tutoring, teaching assistance)	93%
Adult education (e.g., literacy, job training)	37%
Parenting skill development	30%
Child care	33%
Public health	7%
Housing (e.g., renovation, construction)	11%
Environment/Conservation	19%
Mental health	7%
Economic/Community development	26%
Technology	37%
Public Safety	26%
Other (Please specify):	19%
Which of these areas is the main focus of your organization? (Check one)	
Childhood/Adolescent education (e.g., tutoring, teaching assistance)	63%
Adult education (e.g., literacy, job training)	4%
Public health	0%
Housing (e.g., renovation, construction)	4%
Environment/Conservation	0%
Economic/Community development	0%
Technology	0%
Public Safety	0%
Other (Please specify):	30%
Please indicate the group most frequently served by your organization.	
Children	59%
Young adults	19%
Adults	4%
Limited English speakers	0%
Senior citizens	0%
Homeless individuals	4%
Substance abusers	0%
More than one of the above	15%

Appendix Table 18
Youth-Serving Organizations' Community Partnerships

	Youth-Serving Organizations (N = 27)
Community Partnerships	
How many community organizations/groups does your organization work with on a regular basis?	16 Groups
Which of the following best describes the type of services offered by these groups?	
Childhood/Adolescent education (e.g., tutoring, teaching assistance)	81%
Adult education (e.g., literacy, job training)	48%
Parenting skill development	44%
Child care	37%
Public health	44%
Housing (e.g., renovation, construction)	30%
Environment/Conservation	26%
Mental health	33%
Economic/Community development	37%
Technology	41%
Public Safety	33%
Other (Please specify):	30%
To what extent has your recent involvement with the Roadmap to Civic Engagement Pilot Program led to new partnerships with other community service organizations?	
Not at all	22%
A little	33%
Somewhat	26%
Quite a bit	15%
A great deal	4%

Appendix Table 19
Youth-Serving Organizations' Experiences with the Roadmap Curriculum

	Youth-Serving Organizations (N = 27)
Implementation of the Roadmap to Civic Engagement Pilot Program	
How did your organization get involved with the Roadmap to Civic Engagement Program?	
Existing relationship with AmeriCorps project organization	73%
Other	27%
Did you have any concerns about implementing the initiative?	
Yes	44%
No	56%
Were you concerned about:	
Financial resources	17%
Staff availability	8%
AmeriCorps member interest	33%
AmeriCorps member time	33%
Partner participation	25%
Other (Please specify):	67%
Which of these concerns proved to be actual challenges to implementation?	
Financial resources	8%
Staff availability	0%
AmeriCorps member interest	17%
AmeriCorps member time	8%
Partner participation	8%
Other (Please specify):	25%
How satisfied are you with the orientation/training your organization received prior to implementing the Roadmap to Civic Engagement Pilot Program?	
Not at all	8%
A little	4%
Somewhat	31%
Quite a bit	27%
A great deal	31%
How difficult was integrating the civic engagement program into your existing service structure?	
Not at all difficult	54%
A little	27%
Somewhat	8%
Quite a bit	12%
Very difficult	0%
Upon starting the Roadmap to Civic Engagement Pilot Program, how would you characterize the readiness of AmeriCorps members at your site? Were they prepared to begin teaching the curriculum immediately, or did they need some help getting started?	
Very unprepared	4%
Somewhat unprepared	19%
Pretty well prepared	50%
Very well prepared	27%
If an AmeriCorps member has questions regarding the Roadmap to Civic Engagement Pilot Program curriculum, who is the person they would most likely go to for guidance? (Check one)	
Their AmeriCorps team supervisor	67%
Their site supervisor	11%
A representative from the AmeriCorps project organization	7%
A representative from Service Learning Northwest	4%
Other	11%
Experiences with the Roadmap to Civic Engagement Pilot Program	
Would you participate in this program again?	
Yes, with no reservations	69%
Yes, with reservations	27%
No	0%
Not sure/Undecided	4%

